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ABSTRACT

Ten multihandicapped high-school students in the Dayton (Ohio) Public Schools were trained using a curriculum of independent community social skills, focusing specifically on restaurant skills, travel skills, shopping skills, self-care skills, and skills for visiting a business or government agency. The students made weekly trips into the community using public transportation and visited restaurants, shops, facilities such as beauty shops and barber shops, and business/government buildings. From pretest to posttest, the experimental group demonstrated more than a 50% growth over the skill growth score of a control group comprising four multihandicapped students. Appendices include the Independent Community Social Skills Assessment form, a checklist of tasks in each skill area, and monthly progress report forms. Includes 55 references. (JDD)

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Teaching Independent Community Social Skills To The Multihandicapped

Submitted to the Department of Educational Administration of the School of Education, University of Dayton, in Partial Fulfillment of the Requirements for the
Educational Specialist Degree

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UNIVERSITY OF DAYTON

Dayton, Ohio

July 1989

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TABLE OF CONTENTS

Chapter		Page
I	Introduction	4
II	Review of the Literature	9
III	Methodology	24
IV	Findings	35
V	Conclusions and Recommendations	48
SELECTED BIBLIOGRAPHY		53
APPENDIXES		A-F
ABSTRACT		57

CHAPTER I

INTRODUCTION

What is The Problem?

"Normal" children learn in spite of the teacher, "retarded" children learn because of the teacher. (Source Unknown)

The multihandicapped students need to increase their independent community social skills and activities. This is more important now than ever before. The major focus of our times, concerning this population is "deinstitutionalization". For the multihandicapped individual this means living as independently as possible. This process involves teaching this population independence in the community and self care to their maximum potential. Through this process the multihandicapped adult will appropriately function in either a group home, semi-independent living, natural home or independently (with occasional supports).

This population has a difficult time functioning independently in the community. These students learn best through hands-on experiences that occur in the natural environment or do not require generalization skills. Many times this population does not understand social cues, routines and innuendos, dangerous situations or environmental print. Multihandicapped students usually do not know how to inquire about using community resources or know what services are available to them. Many times their ignorance and inexperience

causes them to be outcast, ridiculed and denied the benefits their community offers.

Multihandicapped students need to be taught social routines that nonhandicapped students learn on their own. Since, they learn by doing they do not develop skills by observations, social cues or physically being there without instruction. Nonhandicapped students usually pick up appropriate social routines through observation of their parents, peer pressure, social cues or through a variety of other learning avenues. In order for multihandicapped students to learn social routines they must have many community experiences, experiences in a variety of settings, community instruction, positive reinforcement in the community, experience positive and negative consequences for their actions, and prior (classroom) instruction to prepare for community learning experiences.

Multihandicapped students need to be taught social habits as part of the ongoing "normalization" process. "Normalization" is the process of conforming to an accepted standard. This process for the handicapped population is to fit in with the nonhandicapped population, so the handicapped are positively viewed by society and receive a higher level of positive social support. When this process is successful it enables the nonhandicapped to see the handicapped individual as a person first.

The multihandicapped population have the same basic needs as the nonhandicapped population. However, the multihandicapped need to be taught procedures to

fulfill their basic needs. This includes basic social, emotional and physical needs. Such needs include how to interact positively with others (society), how to cope with loneliness and what to do when one feels ill. The nonhandicapped population usually learn these processes as they grow up. They internalize and learn through observations, interactions and experiences. The multihandicapped population does not internalize and learn from such observations, interactions and experiences. In most cases they must be specifically taught how, why and where to fulfill their basic needs. This must be done through a variety of many planned and unexpected hands-on learning experiences. It is best if most of these experiences take place in the natural environment with some prior preparation.

Multihandicapped students need to be able to seek and do activities that will enrich their quality of life. This is possible after the student has had many supervised and unsupervised independent community social experiences. The multihandicapped population is more like the nonhandicapped than different. They need more individualized preparation and guided "hands on" experiences to achieve their maximum level of independent functioning. This need for social skills can be met by a social skills curriculum.

An independent community social skills curriculum is essential for multihandicapped students because this population requires preparation for community living. Although, many parents have a real and valid interest in the education of their children, monetarily

speaking it is difficult for the teaching staff to require financial remuneration to pay for weekly teaching trips into the Dayton community. Funding needs to be provided.

Significance of The Study
(Why Teach Independent Community Social Skills?)

The multihandicapped individuals need to become aware of the community in which they live. The teacher needs to provide real life situations. For various reasons, it is unlikely that multihandicapped students will independently function in their community unless they receive thorough training and preparation. It is the intent of the proposed project to provide the monetary base needed to support such a community curriculum and to provide a structure that will enable teachers to;

a. assess their students needs,
b. keep track of and measure each student's progress on a short term and a long term basis,
c. allow parent input and participation, and
d. allow the teacher to tailor the curriculum to fit each students needs.

The Hypothesis

The multihandicapped student will increase his/her independence in the community, through participation in a structured independent community social skills curriculum

The purpose of the proposed project is to measure the impact upon the students' participation in the

Independent Community Social Skills Curriculum grant* versus students receiving community experiences without the benefit of this grant or a specific curriculum. This study proposes to establish answers to the following:

- What is the effect/value/impact of the Independent Community Social Skills (ICSS) Curriculum upon the multihandicapped student?
- Should the ICSS curriculum be adopted by the board?
- What modifications are necessary?
- With what frequency should the ICSS curriculum be taught; one year in high school versus every year of high school? Intermediate? Elementary?
- What is the reaction of the community to the Multihandicapped student?

Delimits, Assumptions, Definitions:

Multihandicapped - Mentally impaired individuals with a maximum functioning ability equal to 55 IQ or less, usually with a communication deficits.

Independent Community Social Skills - The ability that allows one to function personally without assistance in the community.

Physical Prompt - Requiring physical assistance.

Verbal Prompt - Requiring verbal assistance.

Total Teacher Assistance - Requiring physical, verbal assistance, usually there is no student initiative.

Environmental Print - Printed symbols and material that appear in the environment.

* A $3,000 grant was received from the Martha Holden Jennings Foundation to develop an Independent Community Social Skills Curriculum. This grant will be further discussed in Chapter 3.

CHAPTER II

REVIEW OF THE LITERATURE

Historically social competence has been viewed as a fundamental aspect of human abilities (Gresham & Elliott, 1987). Thorndike (1920) suggested three types of intelligence, one of which was social intelligence or social competence. This is particularly apparent in the modern classification of mental retardation.

On social skills Lou Brown states "Most now realize that some people with severe intellectual disabilities often lose their jobs because of a dearth of, or inappropriate, social skills rather than because of poor work performance. However, social phenomena cannot be taught in isolation. They must be developed in natural contexts for success and integrated work and work related environments and activities. Social skills should be critical components of all instruction across all environments, within the context of naturally occurring activities and over long periods of time" (Clark, Knowlton, 1987, p.548).

On social skills Paul Wehman states "Social skills are highly contextual and therefore training programs, community -based or otherwise, must focus upon modifying or improving social competence in the context of real life activities- such as how to behave when someone jumps in front of you in line at a McDonald's restaurant or how to maintain appropriate levels of physical proximity when interacting

with others. These capabilities are generally best taught while engaging in or receiving instruction in life skills" (Clark, Knowlton, 1987, p.548).

This research pertains specifically to the multihandicapped (MH) population defined as: A group of students whose deviations in school achievement and social adjustment are so marked as to require specialized interventions (Gresham & Elliott, 1987). MH students have the trait of mental retardation defined by Dr. Steven Reiss (1987) as a handicap in learning.

Why should teachers of exceptional children be concerned about the peer interaction of their pupils? Initially, social skill deficits are observed in all categories of exceptional children. Second, social skill deficits which appear in the early years tend to become more debilitating without active intervention (Strain, 1981). Third, an absence of social skills inhibits the development of intellectual, language, and related skills (Guralnick, 1981; Hartup, 1980). Finally, deficiencies in social skills during childhood stand as the best behavioral predictor of significant adjustment problems in adulthood (Roff, 1961). In all, it is fair to conclude that peer social skills represents a legitimate instructional domain, a domain with significant developmental and social consequence that reach far beyond the classroom (Strain, Odom, 1986). Children indicated a greater willingness to interact with a child who had behaved appropriately than one who had not. If deviant

youngsters are to be accepted by their peers, greater effort should be made to teach these children more general social skills (Van Bourgondien, 1987).

Greenspan (1981) notes that tremendous energy has been devoted to the study and remediation of cognitive deficits in MH learners, whereas relatively little energy has been devoted to the understanding and treatment of social incompetence. "The retarded need to be taught the social skill required to adjust to their situation. We may need to rethink special education in the United States and focus much more on teaching social behavioral skills." (Steven Reiss, 1987). Adaptive behavior and social skills make up the superordinate construct of social competence (Gresham & Elliott, 1987).

Gresham (1981) has pointed out that few handicapped pupils become nonhandicapped as a result of special education. Even if their learning handicaps are remediated, their lack of social competence bodes ill for success reintegration into the mainstream. Individuals who are high in social competence are considered to be able to meet the demands of everyday functioning and to be equipped to handle participation and responsibilities for their own welfare and the welfare of others. Conversely, persons low in social competence are not able to meet such environmental demands nor are they able to assume responsibility for their own or others' welfare (Gresham & Elliott, 1987).

Social competence is conceptualized by Gresham & Elliott, (1987) as being comprised of two subdomains: a. Adaptive Behavior, which includes independent functioning, physical development, self-direction, personal responsibility, economic-vocational activity and functional academic skills; and b) Social Skills, which include interpersonal behaviors, self-related behaviors, academic-related skills, assertion, peer acceptance and communication skills.

Social skills may be termed the social validity definition (Gresham, 1983a). According to this definition, social skills are those behaviors which, within given situations, predict important social outcomes for children and youth. Important social outcomes may include a) peer acceptance/popularity: b) significant others' judgment of social skills: c) academic achievement: and d) other social behaviors known to consistently correlate a, b, or c. This definition has the advantage not only of specifying behaviors in which a child is deficient, but also of defining these behaviors as socially skilled based upon their relationships to socially important outcomes (Gresham & Elliott, 1987).

Social competence may be classified into four types: a) skill deficits, b) performance deficits, c) self-control skill deficits, and d) self-control performance deficits. Skill deficits refers to children that do not have the necessary social competencies to behave in either an

adaptive or socially skilled manner or they do not know a critical step in the performance of a behavioral sequence (Gresham & Elliott, 1987). It is similar to what Bandura (1977) refers to as an acquisition or learning deficit. If the child does not know how to perform the behavior or never has been observed to perform the behavior, it is probably a skill deficit. Performance deficits refer to children that know how to perform a given behavior, but do not perform the behavior at an acceptable level. A performance deficit may be due to a lack of motivation or opportunity to perform, it is a performance rather than a skill deficit. Self-Control Performance deficit refers to children that have the specific skill in their repertoire, but do not perform the skill because of an emotional arousal response problems in antecedent and/or consequent control. Impulsivity is an example of a self-control performance deficit. (Gresham & Elliott, 1987).

Social skill training and reinforcement must occur in settings in which handicapped and nonhandicapped students interact naturally (Shores, 1987). However, mere exposure to socially adequate peer models is insufficient; peers also must be trained to interact with handicapped students (Hollinger, 1987; McEnvoy & Odem, 1987). Handicapped students must be taught to exhibit behaviors that will be reinforced naturally by peers. It is important to select target behaviors that are adaptive and desirable, contribute to the development of social competence, and prompt peer

responses that are likely to be reinforcing (McConnell, 1987).

Institutional teaching programs may not be as effective as in actual community training. MR adults can acquire a variety of community survival skills -- the skills curriculum developers must address when they devise new and innovative community integration experiences (Martin, Rusch & Heal, 1982). Boyan (1978) defines survival skills as the behaviors that, when acquired, facilitate functioning in the community. These skills include travel skills, money management skills, meal preparation skills, clothing and personal-care skills, telephone skills, housekeeping skills, self medication skills, leisure skills, social skills, and conversation skills.

"The fact that mentally retarded people have feelings, and that these feelings can be hurt when normal people stigmatize or ridicule the person with mental retardation, has not been fully appreciated."(Reiss, S. 1987a)
A mentally retarded adult male being seen for depression cried when he recalled childhood experiences of other children ridiculing him for riding the handicapped bus to school and for attending special classes for the mentally retarded. (Reiss, S. 1987a)

Depression is among the most important topics in the study of the mental illness aspects of mental retardation (Kazdin, Matson & Senatore, 1983; Reid, 1972; Reiss, 1982).

Depressed mentally retarded adults exhibit social behavior deficiencies not exhibited by nondepressed retarded adults (Schloss, 1982). Matson (1982) found that social skills training can be an effective treatment for depression in retarded subjects. Depression is a multidetermined phenomenon and poor social skills are causal factors in the development of at least some episodes of depression (Lewinsohn, Hoberman, Teri, Hautzinger; in press). The identification of specific social skill deficits associated with depressed mood may have implications for treatment. A number of studies have demonstrated the effectiveness of social skills training in the treatment of depressive symptomalogy with both nonretarded (Bellack, Hersen, & Himmelhock, 1983; Schloss, Schloss, & Harris, 1984) and retarded (Matson, 1982; Matson, Dettling & Senatore, 1980). Benson, Reiss, Smith & Laman (1985) remind us that none of these investigators have obtained evidence for a unique association between depression and social skill deficiencies.

Low levels of social support may mean low levels of social reinforcement, high levels of stress, and reduced access to individuals who can provide an objective perspective and help solve life problems. Depression may result either as a direct consequence of the reduced social reinforcement or in reaction to persistent stress. Social support and depression are consistently negatively correlated with one another. The lower the level of social

support and social skills, the higher the level of depression. Depression may cause a loss of social support. Moreover, poor social skills are associated with low social skills. (Reiss, S. & Benson, B. A., 1985). Mentally retarded adults are subject to many stressors, such as labeling, rejection & ridicule, segregation, infantilization, social disruption, restricted opportunities, victimization, unemployment and stigmatization (Edgerton, 1967; Zigler, 1971; Reiss, S. & Benson, B. A., 1984). Loneliness may be prevalent among retarded people and may be an important source of depression (Reiss & Benson, 1984) This possibility is suggested by observations that many retarded adults have restricted opportunities for romantic and intimate relationships. Those who have significant others to support them may cope much better than those who do not. Moreover, significant others can help retarded people solve life problems and accomplish life goals (Reiss, S. & Benson, B.A., 1985).

Mentally retarded people can tell when others look down on them, they are hurt emotionally when people ridicule them, and they realize that their opportunities are restricted because others think they are incapable. Some think that because they are mentally retarded they will have trouble finding a spouse and may never marry. Mentally retarded people are very much what health researchers would expect if nonretarded people were exposed to negative social conditions for long periods of time. Thus, social attitudes

toward mental retardation may be as important as or more important than intellectual deficiency in the development of emotional problems in mentally retarded people (Reiss, S. & Benson, B. A., 1984).

A standard procedure for assessing social skills does not exist. Gresham & Elliott (1987) organized their assessment around two major stages: (a) identification/ classification and (b) intervention/treatment. Most of their assessment techniques were chosen primarily because they provide information on important targets of social skill interventions and do so in a manner that is fairly reliable, valid, and practical. They state "that examiners interested in a comprehensive understanding of a child's social skills must supplement formal measures of adaptive behavior with direct observations, sociometrics, and behavioral role plays or interviews" p.179.

Assessment methodologies are needed that represent a wide range of relevant social situations, e.g., conversational situations, cooperative task, assertive situations. Assessment methodologies also would need to reflect salient differences that characterize various individuals in the interpersonal environment. Such respondent dimensions as sex and familiarity in behavioral rehearsal assessment situations demand examinations (Eisler, Hersen, Miller & Blanchard, 1975). Consequent variables such as reinforcement contingencies in the natural environment and self reinforcement also must be included in

the assessment package (Goldfield & Davison, 1976). Development of social knowledge, social cue interpretations, and response competency would result in greater treatment efficiency than would focus on any response modality alone (Meredith, Saxon, Doleys, & Kyzer, 1980).

Nelson (1988) continues to point out that social skill instruction should take place in mainstream settings: regular classrooms, playgrounds, and other common areas. If this is to occur, regular and special educators must devise collaborative instructional strategies. Specific tactics include school wide inservice training, providing school-based consultants, and including regular staff as contributing members of IEP committees. The main obstacles to this are administrative policies and staff shortages. Unless polices are adopted and change this, it is likely that mere physical rather than social, integration of handicapped and nonhandicapped students will continue.

Intervention strategie for promoting generalization and maintenance can be grouped into two categories: those designed to prepare individual students to use acquired behaviors in "natural" (i.e., untrained) settings, and those aimed at programming other environments to support these new behaviors (Rutherford & Nelson, 1988).

A critical factor in the generalization of social skills is selecting social behaviors that are functional in mainstream environments. When planning for mainstreaming , teachers should consider target behaviors that will be

maintained after intervention is terminated (offers to share), generalize across settings (smiling, making eye contact when speaking), and concurs with the specific social behavior of peers (asking for help, saying "thank you"). These behaviors have a high probability of being reinforced and of encouraging continued interactions (Mc Connell, 1987). Behaviors that teachers view as important (e.g., staying on task, following directions) should be targeted also, but social skills that naturally elicit desired responses from peers and adults should receive priority (Nelson, 1988).

There is a growing body of research evidence that friendship is a critical contributing factor in not only social and emotional health but also physical well being (Duck, 1983; Lynch, 1977; Nelson & Abound, 1985). People with friends are more likely to have reassurance of their worth and value, a sense of belonging, and opportunities for communication and social integration (Rubin, 1980). Many students classified as mentally retarded experience considerable difficulty in making and maintaining friends (Freagon, 1985; Gottlieb & Leyser, 1981; Mueller & Cooper, 1986; Voeltz, 1984). Their difficulty in development of friendship relationships may be due in large part to a lack of friendship skills (Duck, 1983: Jones & Jones, 1986; Rubin, 1980). It should be stressed that what is being referred to here is not the teaching of isolated skills outside of the context of natural activities, but rather

teaching of meaningful behaviors or skills such as "taking the perspective of others" or "sharing and providing support" in a holistic and integrated manner within natural activities (Stainback & Stainback, 1987).

A good way to begin integrating deviant girls with their normal peers would be to have their peers act as tutors. There was evidence that this interaction would increase the tutors' willingness to interact in social situations with other handicapped children and that the tutors would be perceived favorably by their own peers (Van Bourgondien, 1987).

Sexuality must be considered in a social context. By allowing inappropriate behavior, teachers communicate that such behavior is acceptable. By teaching appropriate behavior--always with kindness--they can help students present themselves socially so that they can experience the joy of loving closeness. Students with moderate and severe retardation should be taught behaviors such as practicing good hygiene, engaging only in appropriate physical interaction, and respecting personal space (McClennen, 1988).

People with mental retardation have genital sexual feelings whether or not anyone tells them about such feelings. The MH population need sex programs to include instruction in the following areas: (1) Learning about their bodies and how they work. (2) Sharing in a safe environment their thoughts, wishes, and feelings and finding

that many are universally shared. (3) Learning what is public and private, appropriate and inappropriate behavior. (4) Learning a variety of ways to express affection. (5) Learning what constitutes sexual intercourse and the possible consequences of that behavior. (6) Learning alternative ways to deal with genital sexual feelings. (7) Learning that one's body belongs to oneself and that individuals must decide for themselves what behaviors to engage in (McClennen, 1988).

Teachers need to survey less restrictive environments to learn which behaviors are useful and which are required, and to determine acceptable levels of performance. Regular educators and parents can be involved in planning so that they will be more likely to support the selection of functional social behaviors. The home environment constitutes a major but often ignored generalization setting (Fox & Savelle, 1987).

Undesired behaviors should be evaluated with regard to whether or not they normally occur in nonhandicapped peers (e.g., swearing, verbal aggression) or whether their occurrence in mainstream settings would not be tolerated (e.g., public masturbation, physical aggression). Keeping in mind that levels or types of behavior that might be acceptable when displayed by children who have no behavior disorders often are not accepted at any level in pupils identified as handicapped. Deviant social behaviors should

be reduced to the lowest possible rates before mainstream placement is considered (Nelson, 1988).

Direct instruction, prompting, modeling, rehearsal, and reinforcement are recommended during the initial skill acquisition phase (Hollinger, 1987). Peer-mediated strategies combined with teacher prompts have been successful in teaching social skills behavior (Kerr & Nelson, 1983; McEvoy & Odom, 1987). Interventions appear to have a maximum effect in developmentally integrated settings. (Strain, Odom, 1986). Peers who have high social status are most likely to have their interactions with handicapped students imitated by other nonhandicapped pupils. It is important to develop systematic plans for generalization at the beginning of training; otherwise it is not likely to occur (Rutherford & Nelson, 1988). Children in contact with handicapped persons, whether in the present or past, have significantly more favorable attitudes than children with no contact (Esposito & Reed, II, 1986).

Group behavioral social skills training are more effective that a no-treatment condition in increasing positive social skill behavior, attention to interpersonal transactions, and degree of empathy. It is also more effective than a control condition in decreasing negative social skill behavior. Generalizations of positive behaviors across social situations demand a higher treatment priority (Meredith, Saxon, Doleys, & Kyzer, 1980).

Summary

The research indicates there is a definite need for the multihandicapped to develop/practice the overall goals of the Independent Community Social Skills Curriculum. i.e.: Student will develop and practice:

-Independent Travel Skills

-Social Skills - Routine's for/when dining in Restaurants (Sit Down and Fast Food)

-Social Skills - Routines - for/when Shopping (Window and Purchase)

-Social Skills - Routines - for/when Visiting Business' and Government Buildings.

-Money Skills - using the nearest dollar method, handling ones own money.

-Social Skills - for/during Peer Interactions.

-Self-Care Skills - traveling to cosmetology school for hair/nail care

-Self-Care Skills - dress appropriately

CHAPTER III

METHODOLOGY

In early fall of 1986, it became evident that the students in the multihandicapped program in the Dayton Public Schools needed a community curriculum in order for the students to learn basic independent community social skills and routines. To implement this curriculum a monetary base was needed. Therefore it was realized that a proposal for a grant needed to be written. Twenty-five foundations and agencies were contacted concerning this project. On April 29, 1987 the Martha Holden Jennings Foundation awarded a grant of $3,000, to be used for this project, during the 1987/88 school year.

The application for this grant included the following:

Mission: To increase the Multihandicapped students independent community social skills and activities.

Rationale:

Whereas: Multihandicapped students have a difficult time functioning independently in the community.

Whereas: Multihandicapped students need to be taught social routines that other students learn on their own.

Whereas: Multihandicapped students need to be taught social habits as part of the ongoing "normalization" process that is critical to our curriculum.

Whereas: Multihandicapped students need to be taught procedures to fulfill basic needs.

Whereas: Multihandicapped students need to be able to seek and do activities that will enrich their quality of life.

It was proposed, that this multihandicapped population take a weekly trip (on Fridays) into the local community. Specific times were to be scheduled during school days, to prepare for the Friday trips. Each month would include four restaurant trips (one nice sit down type, one diner type, two fast food types). The following monthly activities to be added before or immediately after lunch were also included:

1. One trip for shop for self-care items.
2. One trip to a facility for self-care such as a beauty shop, barber shop, Planned Parenthood.
3. Two trips to a business/government building.

It was proposed that the curriculum evaluation and record keeping begin with the pre-evaluation, the involvement of the teacher and parental observation. These observations were to be used to develop the two or more, initial long term goals to be met by each student. This information was placed in an individual student folder. The long term goals were written on the pocket of the folder for quick reference. In the student folder were 1) two or more monthly short term goals to be met by the student, 2) a weekly checklist, and 3) evaluations of objectives met after each excursion.

The proposal included the following anticipated results. Students will develop and practice:

-Independent travel skills.

-Social routines for restaurants.

-Social skills routines for shopping window & purchase.

-Money skills use nearest dollar method.

-Self care skills; travel to the cosmetology school for hair care, go to planned parenthood to address sexuality needs & appropriate sexual behavior, and dressing appropriately.

The proposal also included: reporting of the results to the foundation and the educational community, an estimate of expenses, the superintendent's recommendation and what materials and salaries the Dayton Public School System would provide. Also, included was a time line, a statement of why the foundation should support this project and background information on the teachers involved with this project.

The sample for this project included high school students from two different high schools. An Experimental Group of ten Multihandicapped high school students and a Control Group of four Multihandicapped high school students.

The first tasks to be completed during the the summer of 87 was the final copy of a pre/post assessment, checklist for the areas of restaurant skills, travel skills, shopping skills, self-care skills, visiting a business/government building skills and monthly progress reports. (see Appendix A-1 to A-21, B-1 to B-5 & C-1 to C-5)

The assessment consisted of six areas; restaurant skills (see Appendix A-4 to A-7), travel skills (see Appendix A-8 & A-9), shopping skills (see Appendix A-10), self-care skills (see Appendix A-11 & A-12), visiting a business/government building skills (see Appendix A-13 & A-14) and related skills (see Appendix A-15 to A-20). In the assessment, only measurable items were assessed. The items corresponded to the checklist (see Appendix B-1 to B-5) and monthly progress reports (see Appendix C-1 to C-5). The format was for easy use and readability. There was a continuity between the assessment and existing courses of studies, and the rating system was consistent with others used in the multihandicapped program for the Dayton Public School System.

The objectives were decided on and the condition(s) in which they would be assessed. These were numbered and placed in the Assessment Condition area, with a symbol coding if it corresponded to an existing course of study. Then, the performance criteria area was placed next to the assessment condition area with adjacent areas of performance level and comments across the top, a space for the students name, the assessor and date was included. Also, in this area was the Performance Key and the Mode of Communication which were taken from the Multihandicapped student profile.

Included in the assessment (see Appendix A-1 to A-21) was a mission statement and an explanation of how to use the assessment form and references. The assessment was color

coded by areas to the checklist and monthly progress reports were included for easy use and manipulation. Due to a printing error two areas had different colors or shades in the assessment from the checklist and Monthly Progress Report. It was decided to use this anyway, so the project could start on time.

Checklists (see Appendix B-1 to B-5) were developed for the same areas as the assessment with the exception of related skills. Related skills were integrated into each of the checklist so the teacher would have fewer checklist to complete each week. The checklist corresponded directly to items noted on the assessment form.

Monthly Progress Reports (see Appendix C-1 to C-5) were also developed. The purpose of these reports was to ease the tracking of progress for each student by allowing the teacher to summarize each student's monthly checklists and indicate which goals had or had not been met during the month. These reports also documented and assisted the teacher in measuring the overall maturity and/or improvement.

Towards the end of the summer, weekly community excursions were scheduled. When places were scheduled they were placed on a monthly calendar, (see Appendix D-1 to D-10). These calendars were sent home every month and used in classroom preparation activities.

<u>September's</u> excursions were used for evaluation purposes. These trips included going downtown to shop for

self-care needs, then going to Frisch's for lunch, RTA was used for transportation. Next came a tour of Mumma's Fruit Farms, and the Salem Mall for lunch. The school van was used for transportation. A third trip consisted of a visit to the Patterson Co-op school of Cosmetology for hair/nail care, and then to Wendy's for lunch, RTA was used for transportation. After these three trips the observations and checklists were reviewed by the instructors. Then teachers completed the assessments based on this information. Assessments were completed for each of the 10 students in the experimental group: four were sent to the other high school to assess the control group, to be completed by their teacher.

October included a tour of the library downtown, lunch at Roy Rogers, a visit to planned parenthood, lunch at Charlie's in Lazarus, shopping for self-care items, lunch at the Dayton Mall, a tour of the Dayton International Airport, lunch at Friendly's, a tour of Sinclair College, and lunch at Elder Beerman's. RTA was used three times, the school van was used once, and private cars were used once.

November included a Worker Of The Month Assembly at school, then lunch at Fours Company in the Salem mall, a trip to Patterson for hair & nail care, to McCory's for breakfast, then shopping for self-care needs in the Arcade. The girls went to a box lunch fashion show at Lazarus and the boys went bowling and had lunch in the bowling alley with the Driver Education teacher. There was also a tour of

Siebenthaler's Nursery and lunch at McDonald's. RTA was used three times and the school van was used twice.

December included a tour of Kettering tower, with lunch at the Spaghetti Warehouse, bowling with the school. and a Christmas luncheon party for the experimental group plus three classes including the control group of students from another high school. A trip was made to Patterson Coop for hair and nail care and a class Christmas party at one student's home. RTA was used twice, a school bus was used once and private cars were used once.

January included a tour of the Dayton Daily News Newspapers, lunch at Hot Dog Builder's in the Arcade, bowling with the school, lunch at Denny's on Main street, a trip to the Salem Mall to shop for self care needs followed by lunch, a tour of the GM Truck Assembly Plant in Moraine and lunch at Woody's. RTA was used three times and the school van twice.

February included a tour of the Museum of Natural History, lunch at McDonald's, a trip to Patterson for hair care, shopping at the Arcade for self-care items and lunch at Wendy's. The next trip was supposed to be at Springdale Music Palace in Springdale. However, when the school van broke down on I-75, the students experienced what happens when there is car trouble. The van was restarted and made it back to school where pizza was ordered and the students listened to the radio. A tour of the Air Force Museum and

lunch at Pepito's was canceled due to snow. RTA was used once and the school van twice.

March included a tour of the Air Force Museum. Lunch at Pepito's was canceled again due to snow. A tour was made of Sunrise Center, then lunch at Arby's; also there was a tour of Society Bank, followed by lunch and a birthday party at one student's home. A Worker Of The Month Assembly was held at school, and followed by a trip the Salem mall to shop for self care needs and lunch. RTA was used once, private cars once and the school van once.

April included a trip to Patterson Coop for hair/nail care, lunch at Charlie's in Lazarus, a talent show at school and the Springdale Music Palace for lunch. A trip was taken to Sidney, Ohio to tour Ye Olde Wash House Laundry, the students had prepared flyers for this business during the year; lunch was at the Spot restaurant in Sidney. There was a Worker Of The Month Assembly at school followed by a trip downtown to shop for self-care items and lunch at the Arcade. RTA and the school van were used twice.

May included a Whistle Stop tour of the Art Institute, lunch at Wendy's, a tour of Mead, lunch at Charlie's in Lazarus, a trip to Paterson co-op for hair and nail care, and to the Arcade to shop for self-care needs and lunch. A trip was made to Carriage Hill Farms with the Custodial Maintenance Class for a tour, nature study and cookout. RTA was used three times and the school van once.

June included; a trip to the Cincinnati zoo, and a picnic lunch. The last event was a class picnic at a staff member's house. The school van was used for both trips.

The breakdown of activities and Community events, is as follows:

Visiting a Business/Government Agency Skills

Government (public agency) business..... 5
Private Business..... 10
Total...15

Shopping for Self-Care Needs

Purchase shopping..... 8
Window shopping.....1
Total....9

Restaurant Skills

Fast Food.....19
Diner Type.....8
Nice Sit Down.....2
Total... 29

Self-Care Skills

Hair/Nail Care.....6
Sexual Awareness.....1
Dressing appropriately.....1
Total....8

Travel Skills

RTA (Round Trips).....21
School Provided (Round Trips).....13
Private Cars (Round Trips).....3
Total...37

Related Skills

Bowling.....3
Inschool Party.....1
Picnics.....3
Private house lunch/party.....2
Total.... 9

There was a total of one hundred and five directly related community excursions/activities.

On community excursions there were ten multihandicapped students, two teachers, two paraprofessionals, and occasionally a parent or a support services teacher.

Classroom preparation consisted of the following discussions and/or activities:

Monday

Topic.....Community Excursion To Take Place On Friday.*
Time.....20 minutes (9:30 - 9:50)

Tuesday

Topic .....Discuss location and activities of community excursion to take Friday.*
Time.....20 minutes (9:30 - 9:50)

Wednesday

Topic.....Discuss bus schedules and make travel plan.*
Time.....45 minutes (9:05 - 9:50)

Thursday

Topic.....Discuss menu's, price and plan what to order.(If shopping make a list.)*
Time.....1 hour (8:50 - 9:50)

Friday

Topic ..... Community Excursion; upon returning to school review the days events.*
Time.....4 hours, 50 minutes (8:10 - 1:00)

*In each days discussions the teacher focused in on one key behavior to improve upon as a group.

To enhance the discussions there were a variety of activities such as role playing with & without props, flash cards and photos. In addition to the group discussions there were many one to one or individual discussions and instructional activities to assist the students with improving their Independent Community Social Skills.

In order to do this study there was a need to receive permission from the district and from the parents of the students. A letter was written to Dr. Jerrie McGill, Executive director for Educational Services of the Dayton Public Schools (see Appendix E & F). This letter included a request for district permission, a statement of the purpose of the project, background information and a copy of the parental request for permission to use the child's data. Permission was received in November, 1987. Parental permission was received November, 1987 - April, 1988. Originally there were eleven students in the experimental group but permission was received to use the data of only ten students. The control group started with eight but permission was received to use the data of only four students.

The techniques used to gather data included a comparison of pre and post assessments, used with the experimental and control groups and recorded teacher observations of the experimental group.

The time line was set for data collection of one school year - September, 1987 - June, 1988.

CHAPTER IV

FINDINGS

Community reaction to the multihandicapped students developing and practicing independent community social skills was positive.

On the RTA bus (the public transportaion system) the bus drivers were patient and helpful as the students paid their fare. If a student forgot to ask for a transfer and sat down, the drivers usually reminded the student to ask for a transfer when he/she paid the fare. More importantly the bus drivers usually treated the students like any other passengers. The bus drivers were friendly when the students spoke to them and reprimanded them if they were out of line.

When the students walked on the streets of Dayton they were usually treated like any one else. Often the public seemed friendly and extra supportive of the students. One example of this occurred when a student who tends not to look where he is going walked directly into a lady almost knocking her down. As the teacher was reprimanding this young man the woman told the teacher not to worry, "He did not mean anything."

The students also experienced some of the unusual characters of Dayton. Students were waiting for a bus on Third and Main, when a street preacher directed his sermon at the students, beggers asked for money, at times, people started unusual conversations or talked in a seductive manner to the students.

The reactions of the people in the businesses that were toured and the restaurants that were dined in were very positive. To demonstrate this point the following are some of the quotes and reactions to the students when they were in these settings:

> **Dayton Daily News:** One student asked his first independent question: "How is the date put on the paper?"
>
> **The GM Truck Assembly Plant:** The tour guide commented "They were very well behaved."
>
> **Woody's:** The waitress was extremely nice and catered to each student's need, i.e. Stating the flavors of ice cream for each student, giving their table extra ketchup and making sure the students knew/received all their options with their hamburger.
>
> **McNary Elementary:** As the students were assisting the principal with some task she commented: "I was really impressed at how all the students initially introduced themselves, clearly stating their first and last name while shaking my hand. I don't know many "normal" teenagers that do that."
>
> **Hot Dog Builders:** A student was playing with the cash register. He was reprimanded and asked how he would be able to eat his hot dog, chips and pop if he did not order? The waitress became very helpful and gave such verbal cues as: Can I help you? Do you want something to drink? Would you like some chips? Which kind? (as she showed them the four different bags & read each kind - Physical and Verbal Prompts)?
>
> **Sunrise Center:** The Administrator that gave the tour enjoyed the students and invited them back to participate in an upcoming body awareness and self esteem program for the special teenager.
>
> **Cornell Heights:** Two students assisted the assistant principal with reorganizing several storage rooms. The principal was so impressed he sent each student a special appreciation award.
>
> **Arby's:** Hostess stated "I love working with these kinds of kids."
>
> **Society Bank:** The branch manager commented on how well behaved the students were. He demonstrated a respect & trust for the students as

young adults by giving them a Susan B. Anthony dollar and explaining to them the significance of the dollar as a collectors' item.

Trift Drug: The cashier stated, "I think it's marvelous they can have the opportunity to do this shopping. Then asked one student; Aren't you glad you can go shopping?" The student answered affirmatively.

Dayton School Levy Campaign Headquarters: The students worked at the campaign headquarters during the months of February, March and April. At one point the director explained that he trusted our students with long tedious task more than many volunteers simply because they followed directions and did not seem to become easily bored.

Patterson Coop: One student told the girl cutting her hair, that her mother wanted her hair cut short. When the girl checked with her teacher she was told to go ahead, if that's what she wanted. Upon checking with her mother it was exactly how she wanted it cut.

During the tour at the Art Institute the tour guide asked the students many questions and commented on how well behaved the students were.

Pre-assessment occurred in September 1987 and post assessment in June 1988, using the Independent Community Social Skills Assessment (see Appendix A-1 to A-21). The students were rated on their demonstrated level of independence in each of the six areas. The areas are; community restaurant skills (see Appendix A-4 to A-7), community travel skills (see Appendix A-7 & A-9), community shopping skills (see Appendix A-10), community self-care skills (see Appendix A-11 & A-12), visiting a business or government building skills (see Appendix A-13 to A-14) and related community skills (see Appendix A-15 to A-20). The following community skills were assessed.

In the area of restaurant skills (RS):

RS.1 - Demonstrates correct social routine prior to being seated in a restaurant.
RS.2 - Demonstrates correct table posture.
RS.3 - Demonstrates proper use of utensils.
RS.4 - Demonstrates proper use of a cup or glass.
RS.5 - Uses napkin correctly.
RS.6 - Takes proper size bites.
RS.7 - Chews food thoroughly with mouth closed.
RS.8 - Engages in appropriate conversation during meal.
RS.9 - Uses spices and condiments.
RS.10 - Eats meal in an appropriate amount of time.
RS.11 - Waits in food order line appropriately.
RS.12 - Orders only food wanted to eat.
RS.13 - Orders only food that Student can pay for.
RS.14 - Carries food tray to table.
RS.15 - Demonstrates correct social routine when preparing to leave a restaurant.

In the area of travel skills (TS):

TS.1 - Demonstrates safe walking habits.
TS.2 - Demonstrate safe bus riding habits.
TS.3 - Demonstrates the ability to independently ride the bus.
TS.4 - Demonstrates the ability to request help from a policeperson if needed.
TS.5 - Provides personal information verbally upon request.
TS.6 - Writes personal information upon request.

In the area of shopping skills (SS):

SS.1 - Demonstrates appropriate social routine when shopping.
SS.2 - Uses a shopping list.

In the area of self care skills (SCS):

SCS.1 - Decides what to have done at Hair Salon.
SCS.2 - Demonstrates correct social routine at the Hair Salon.
SCS.3 - Makes and keeps appointments with the Hair Salon.

In the area of visiting a business or government building skills (VBGBS):

VBGBS.1 - Demonstrates an awareness of Social Routines necessary for work.
VBGBS.2 - Demonstrates an awareness of employees daily work responsibilities/duties.
VBGBS.3 - Demonstrates an awareness of the community and its available services.

In the area of related skills (MPS):

MPS.1 - Pays for purchases using the nearest dollar method.
MPS.2 - Dresses appropriately for the occasion.
MPS.3 - Verbalizes information about different weather conditions.
MPS.4 - Identifies present weather conditions.
MPS.5 - Verbalizes weather report information.
MPS.6 - Reads thermometer.
MPS.7 - Verbalizes information about seasonal weather.
MPS.8 - Identifies persons by name.
MPS.9 - Makes and responds to verbal and gestural motions of greetings and farewells.
MPS.10 - Uses appropriate gestures to communicate meaning.
MPS.11 - Listens to conversation without interrupting.
MPS.12 - Uses appropriate facial expressions to communicate meaning.
MPS.13 - Verbalizes correct information about community leisure activities.
MPS.14 - Verbalizes correct information about location and requirements for community activities.
MPS.15 - Participates cooperatively in group activities.
MPS.16 - Ignores offensive verbal behavior by others.
MPS.17 - Accepts assistance/assists others in need of help.
MPS.18 - Participates in organized group activity.
MPS.19 - Demonstrates recognition of personal information.

The pre and post-assessment were used to find the average for each area, for the experimental and control group, during the 87/88 school year. Each student was rated in the pre-assessment and post- assessment on each skill. The following rating scale was used:

0 = Does Not Perform
1 = Total Assistance
2 = Verbal Prompt
3 = Physical Prompt
4 = Working On
5 = Independent

This rating process was repeated at the completion of the post-assessment. Each students' pre-assessment

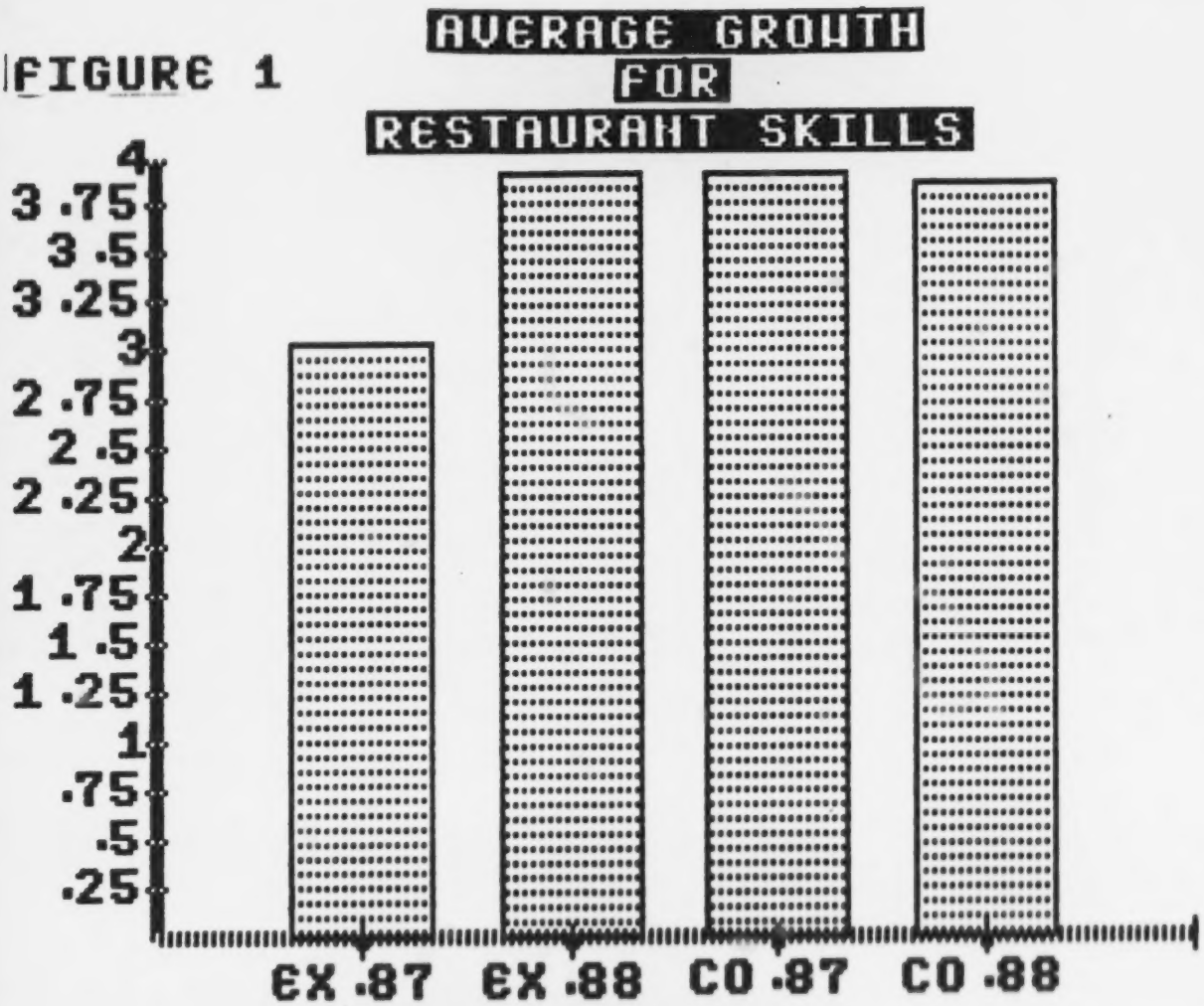
skill area scores were averaged. This process was repeated for the post-assessment. At this point each student had six average skill area scores for the pre-assessment and six average skill area scores for the post-assessment.

Next, the same skill area pre-assessment and post-assessment average scores were paired. The pre-assessment score was then subtracted from the post-assessment score to obtain each students' growth in the six skill areas for the 87/88 school year.

Then, each experimental students' pre amd post assessment scores for restaurant skills area growth score were averaged to determine the experimental groups average growth for the restaurant skills area. Then each control students' restaurant skills area growth score were averaged for the control groups average growth score for the restaurant skills area. This process was repeated for the remaining five skill areas.

At this point, each students average growth score in the experimental and control group, for each skill area, were averaged. This determined an average total growth score for each area for the experimental and control group. The pre and post group assessment scores were then placed on the following bar graphs (see figures 1 to 7) to compare the experimental and control groups average growth in each skill area during the 87/88 school year.

FIGURE 1

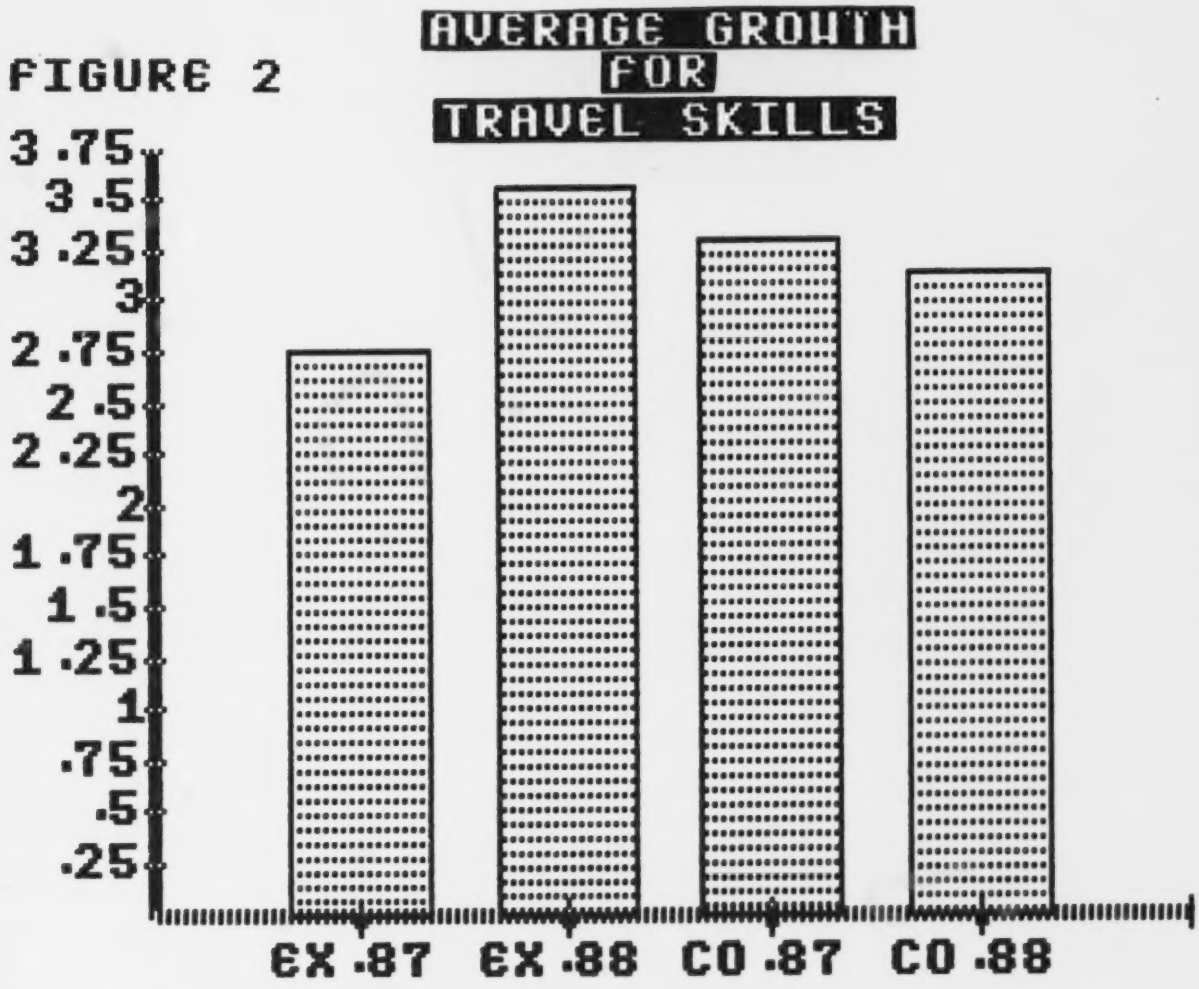


KEY: EX.87 = EXPERIMENTAL GROUP SEPTEMBER ASSESSMENT
EX.88 = EXPERIMENTAL GROUP JUNE ASSESSMENT
CO.87 = CONTROL GROUP SEPTEMBER ASSESSMENT
CO.88 = CONTROL GROUP JUNE ASSESSMENT

The experimental group demonstrated a .88 average growth score in the restaurant skills area. This resulted from the average experimental group student rating of 3.02 after being assessed in September, 87 and a 3.9 rating after being assessed in June, 88. This indicated that the average experimental group student started the 87/88 school year needing constant prompting to function appropriately in a public restaurant. However by the end of the 87/88 school year the average experimental group student only needed an occasional prompting.

The control group demonstrated a loss of skill with a -.05 average growth score in this area. Since the average control group student went from a demonstrated 3.9 rating in September, 87 and a demonstrated 3.85 rating in June, 88.

FIGURE 2

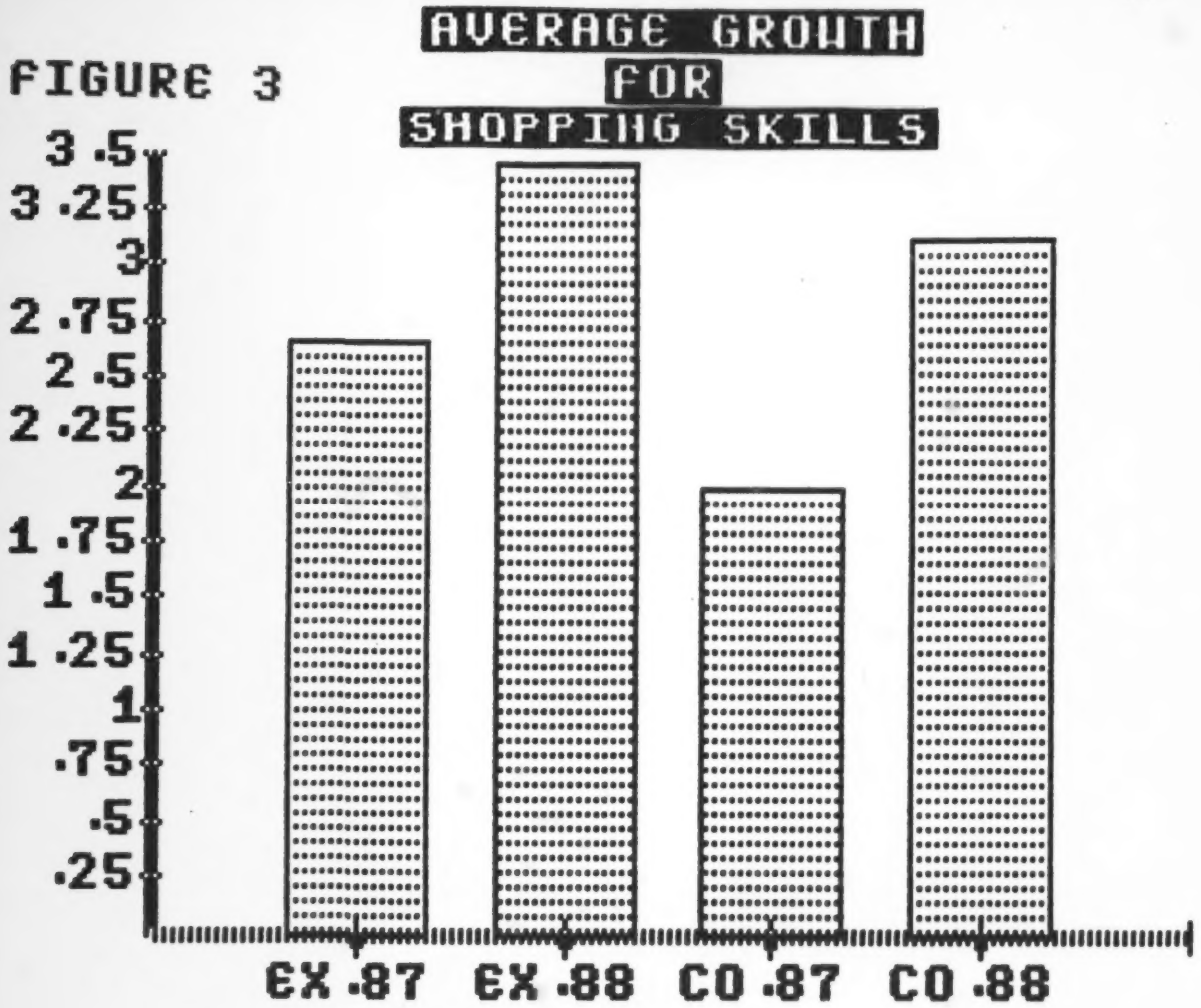


KEY: EX.87 = EXPERIMENTAL GROUP SEPTEMBER ASSESSMENT
EX.88 = EXPERIMENTAL GROUP JUNE ASSESSMENT
CO.87 = CONTROL GROUP SEPTEMBER ASSESSMENT
CO.88 = CONTROL GROUP JUNE ASSESSMENT

The experimental group demonstrated a .8 average growth score in the travel skills area. The average experimental group student received a rating of 2.75 after being assessed in September, 87 and a 3.55 rating after their post-assessment in June, 88. This indicates that when the average experimental group student traveled in the community in September, 87 constant prompting was needed. But, in June, 88 most students only required a gesture or occasional assistance.

The control group demonstrated a loss of skill in this area with a -.175 average growth score. The average control group student went from a 3.3 rating in September, 87 to a 3.125 rating in June, 88.

FIGURE 3



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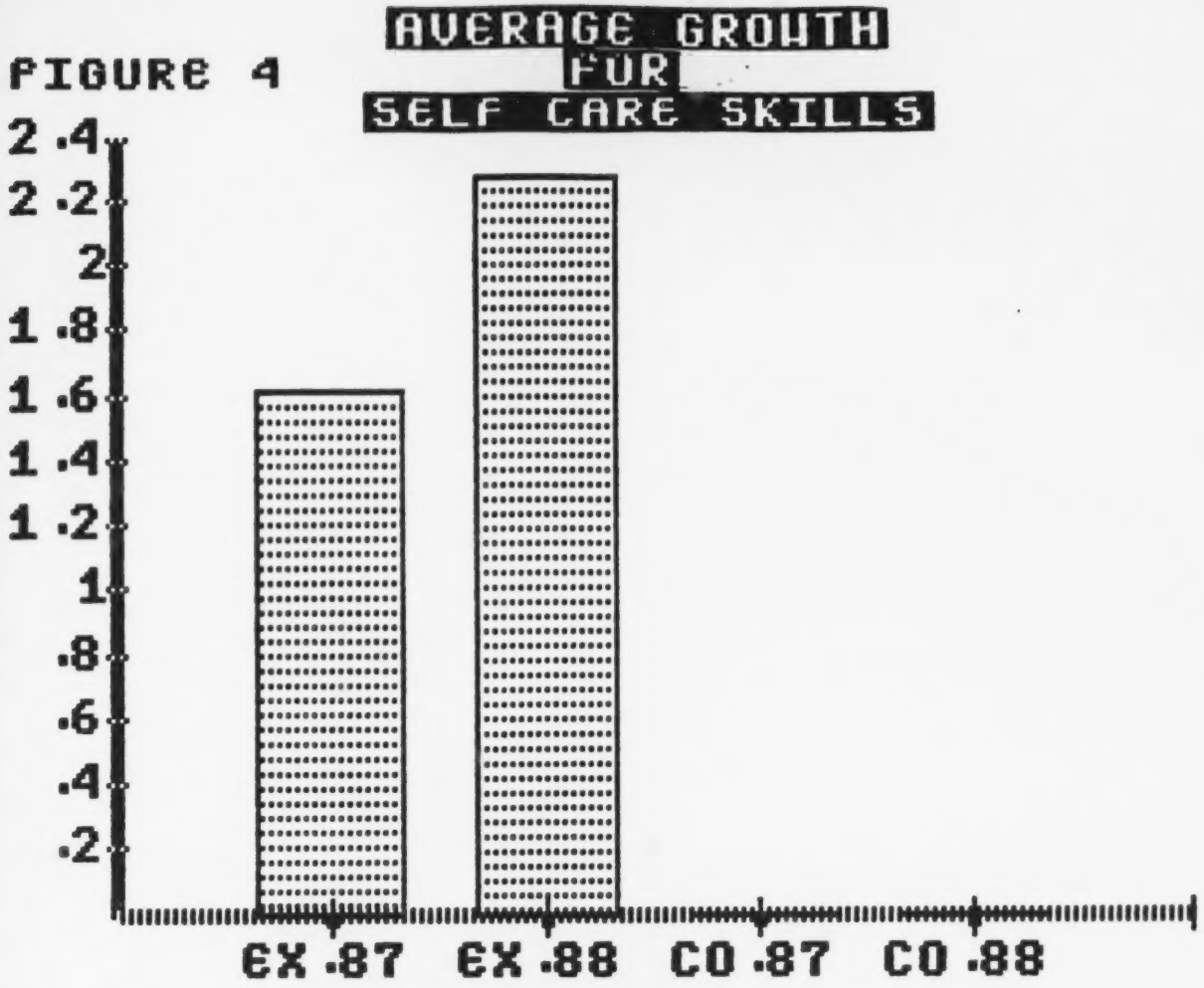
EX.88 = EXPERIMENTAL GROUP JUNE ASSESSMENT
CO.87 = CONTROL GROUP SEPTEMBER ASSESSMENT
CO.88 = CONTROL GROUP JUNE ASSESSMENT

The experimental group demonstrated a .8 growth score during the 87/88 school year, in the shopping skills area. The average experimental group student received a rating of 2.65 after being assessed in September, 87. In June, 88 the average experimental student rated 3.45 after their assessment. This demonstrates that when the average experimental student went shopping in September, 87 they needed constant reminders not to touch items, to talk in a low voice and prompting to find items, pay the cashier and use a list. However, in June the average experimental student needed measurably less prompting in each area of shopping in the community.

The control group demonstrated a strong average growth score of 1.125, in this area. The average control group student went from a rating of 2 in Septemmber, 87 to a 3.125 in June, 88. This also indicates that while the control group demonstrated more growth than the experimental group, the experimental group rated higher towards independent functioning when shopping in the community.

FIGURE 4



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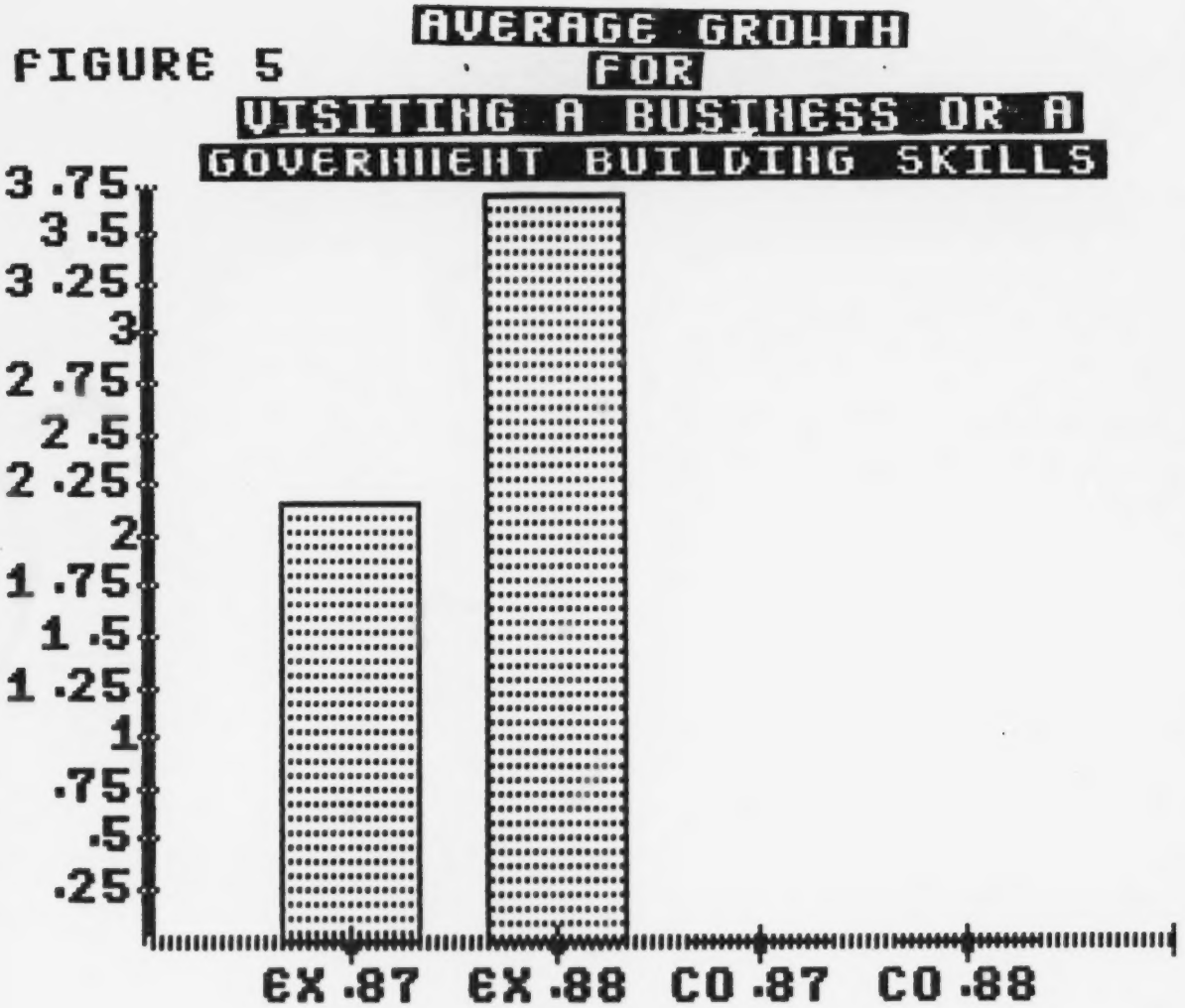
EX.88 = EXPERIMENTAL GROUP JUNE ASSESSMENT
CO.87 = CONTROL GROUP SEPTEMBER ASSESSMENT
CO.88 = CONTROL GROUP JUNE ASSESSMENT

The experimental group demonstrated an average growth score of .66 in the self care skills area. The average experimental student went from a rating of 1.61 after being assessed in Setember, 87 to a rating of 2.27 after their assessment in June 88. This indicates a significant increase towards independent community functioning in this area. Since, the average experimental student needed total assistance in September, 87 and by June, 88 only required prompting. The control group did not perform the skills in this area, during the 87/88 school year.

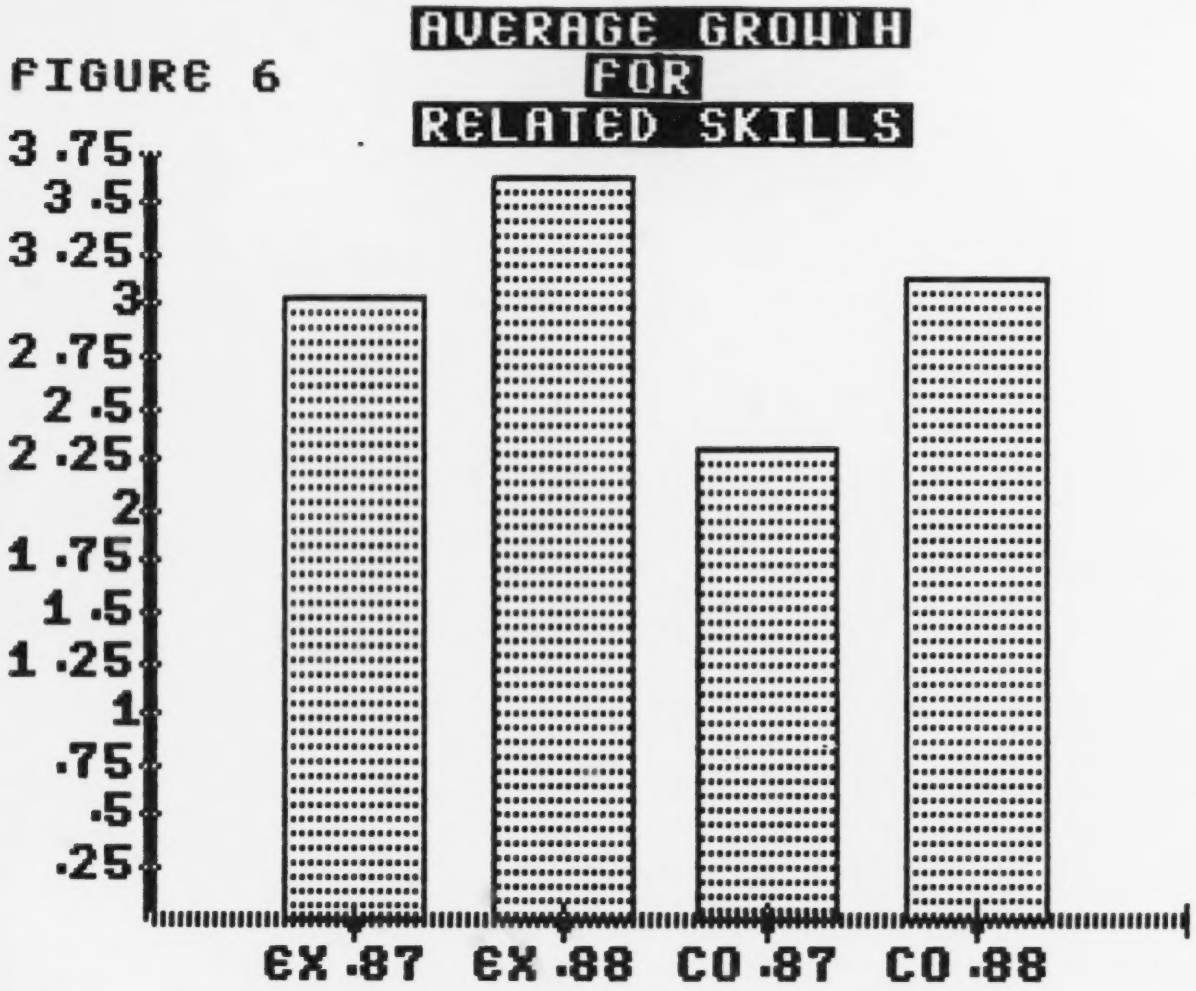
FIGURE 5



KEY: EX.87 = EXPERIMENTAL GROUP SEPTEMBER ASSESSMENT
EX.88 = EXPERIMENTAL GROUP JUNE ASSESSMENT
CO.87 = CONTROL GROUP SEPTEMBER ASSESSMENT
CO.88 = CONTROL GROUP JUNE ASSESSMENT

The experimental group demonstrated an average growth score of 1.53 in visiting a business or government building skills area. The average experimental group student rated 2.15 after being assessed in September, 87 and a 3.68 rating after their assessment in June, 88. This indicates the average experimental group student went from needing constant prompting to only requiring an occasional prompt when on a tour with a tour guide at a business or government building. The control group did not perform any of the skills in this area, during the 87/88 school year.

FIGURE 6



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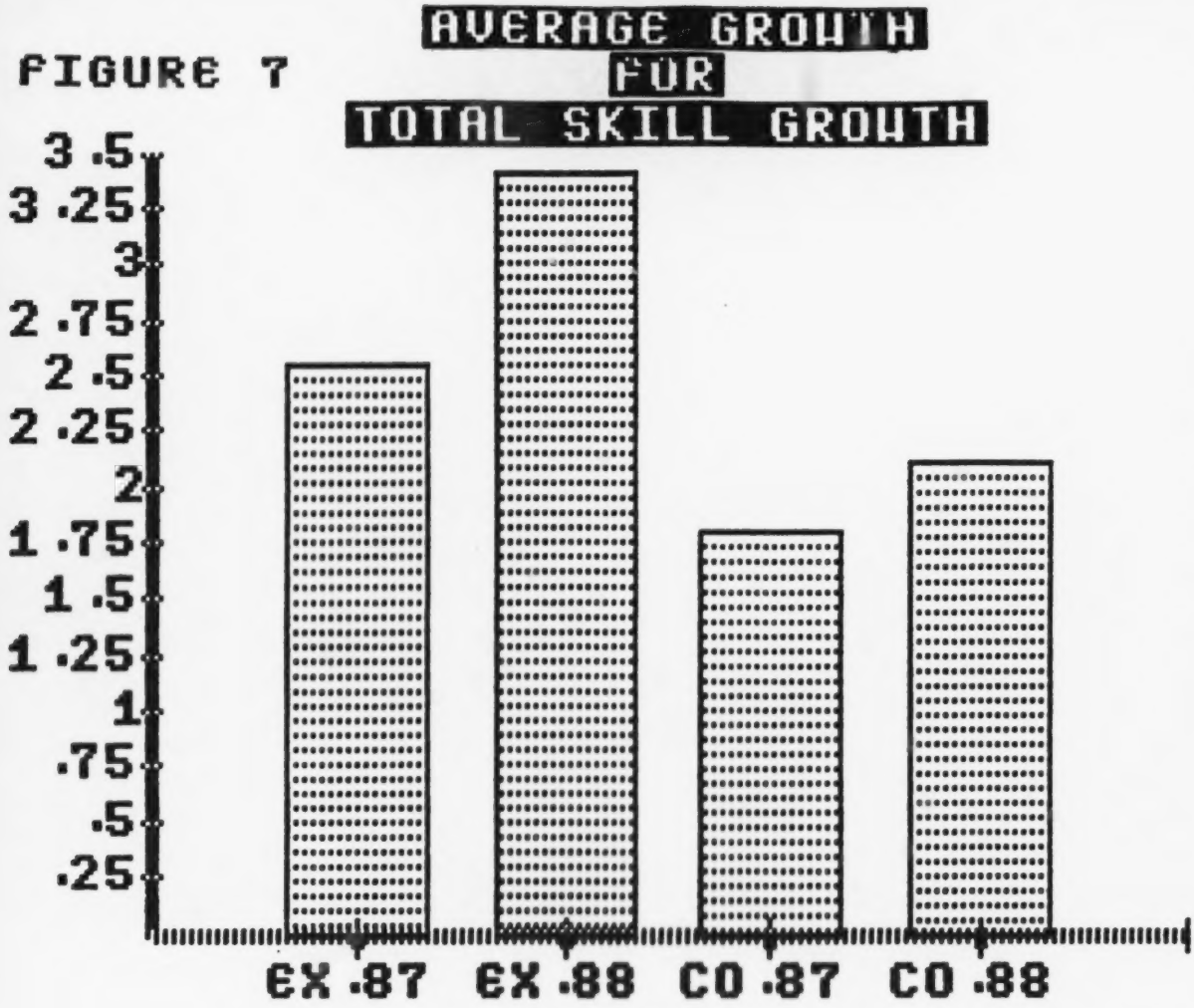
EX.88 = EXPERIMENTAL GROUP JUNE ASSESSMENT
CO.87 = CONTROL GROUP SEPTEMBER ASSESSMENT
CO.88 = CONTROL GROUP JUNE ASSESSMENT

The experimental group demonstrated a .6 average growth score in the related skills area. The average experimental group student rated a 3.03 after being assessed in September, 87 and a 3.63 after their assessment in June, 88. The average experimental group student progressed from needing constant assistance to perform the skills in this area to only requiring an occasional prompting.

The control group demonstrated an average growth score of .823 in this area. The average control group student rated 2.3 after being assessed in September, 87 and a rating of 3.125 after assessment in June, 88. Although, the control group demonstrated more average growth in this area, the experimental group rated higher towards independent functioning in this area.

FIGURE 7



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CO.87 = CONTROL GROUP SEPTEMBER ASSESSMENT
CO.88 = CONTROL GROUP JUNE ASSESSMENT

The experimental group demonstrated a .8635 average total skill growth score. This is more than a 50% growth over the demonstrated .31225 average total skill growth score of the control group.

These results of the experiment seem to substantiate the validity of the experiences that the experimental group received. This project, demonstrated the importance of the Independent Community Social Skills Curriculum for the Multihandicapped population.

CHAPTER V
CONCLUSIONS

It is evident from the additional 50% total skill growth demonstrated by the experimental group (see figure 7) that a structured Independent Community Social Skills curriculum does make a positive difference with the multihandicapped population. The Average For Total Skill Growth graph also supports the hypothesis that multihandicapped students will increase their independence in the community, through participation in a structured independent community social skills curriculum.

The Average Growth For the Self Care Skills graph and the Average Growth For The Visiting A Business Or A Government Building Skills graph (see figure 4 & 5) both indicate multihandicapped students can increase their level of independent functioning in these areas, when included as part of a predetermined curriculum. The self care area assisted the students with being aware of where to go in the commmunity for inexpensive hair and nail care after graduation. Along with, how to get there and where to call. In the area of self care the students also increased their awareness of their sexual identity through hands on materials and activities at Planned Parenthood. These materials are unavailable to the teacher. These visits, lectures and activities also reinforce the school curriculum and classroom activities.

The skill area of visiting a business or a government building developed the multihandicapped students' community awareness. Emphasis was placed on the use of services in the Dayton community, what services businesses and agencies offer the Dayton citizen and the responsibilities these business' and agencies have to their citizens.

The Average Growth For Restaurant Skills graph and the Average Gowth For Travel Skills graph (see figure 1 & 2) show that a predetermined curriculum assists the multihandicapped students in increasing their level of independent functioning in these areas; rather than maintaining or declining the students present level of functioning throughout the school year. The prime factor in the Independent Community Social Skills Curriculum for these as well as the other areas is the individualized progression of activities designed for specific goals and objectives.

Continuity is another factor. As the student accomplishes an objective, work is already begun on new objectives and goals. Students are striving to achieve new objectives, while continually practicing the goals and objectives already met. The objectives and goals are all taken from the natural occurences of the nonhandicapped population, when they are functioning independently in their community.

On the Average Growth For Shopping Skills graph and Average Growth For Related Skills graph (see figure 3 & 6)

the control group demonstrated more growth than the experimental group. However, when the average students' ratings were examined the, experimental group demonstrated a higher level of independence than the control group. This was probably a result of the sequence, practice and intenseness of the Independent Community Social Skills Curriculum.

One essential aspect for implementation of this curriculum is the allocation of funds. The teacher needs to concentrate on teaching her students how to function in the community.

Of the findings in this study the impact upon the multihandicapped student and the community are both positive. The measured results of the average skill growth areas demonstrated that the experimental group experienced the community skills curriculum as valuable tool towards independent functioning. While the study has shown this curriculum is effective with this population, furthur study is needed to determine at what level this curriculum should be introduced and with what frequency. Special attention should be given to the frequency question. Since the average multihandicapped student is in High School six to seven years, it should be determined if students would benefit best from one or two concentrated years of this curriculum with reinforcement for the remaining high school years. Should the concentration occur best in the last one

or two years of high school with brief experiences in the initial years.

RECOMMENDATIONS

1. Based on the results of the experimental and control group's average growth graphs, the following schedule changes are suggested to better meet the needs of the multihandicapped population:

Present Monthly Schedule:

Monthly Events equals; one restaurant plus one shopping or business or government building or window shopping trip and to Patterson Co-op or Planned Parenthood for self care. (Every Friday)

Monthly Restaurant Visits equals; one nice sit down (ie. Spaghetti Warehouse).

one diner type sit down (ie. Frisch's).

two fast food (ie. Wendy's, McDonald's).

Monthly Community Visits equals; one purchase shopping trip.

one window shopping trip plus Patterson Co-op or Planned Parenthood for self care.

two visits to business or a government building.

Proposed Monthly Schedule:

Monthly Events equals; one restaurant plus one shopping or business/government building or one restaurant/lunch at the activity plus one activity to encourage peer interaction or window shopping trip plus Patterson Co-op or Planned Parenthood for self care visit a week. (Every Friday)

Monthly Restaurant Visits equals;	one nice sit down (ie. Spaghetti Warehouse/one *diner type sit down* (ie. Frisch's)/lunch at the place of the activity.
	three fast food (ie. Wendy's, McDonald's).
Monthly Community Visits equals;	one purchase shopping trip plus one trip to Patterson Co-op or Planned Parenthood for self care.
	two visits to business or a government building.
	one activity to encourage peer interaction. Including the purchase of school shirts to enable students to attend and better fit in at school activities, such as pep rallies.

2. It is recommended that the results of this study be reviewed and this curriculum be implemented in special education programs, especially the Multihandicapped programs. However, this curriculum should be revised to best suit the individualized needs of the students prior to implementation.

This study found that the Dayton community is ready for the integration of the Multihandicapped population. From the results it appears that most people are either interested in or at least tolerable of the multihandicapped person. It is evident from the results that the students gained substantial benefits. Therefore, it is the school district's imperative responsibility to offer these programs, to better prepare the multihandicapped student to independently use the community.

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APPENDIX

APPENDIX A-1

INDEPENDENT COMMUNITY SOCIAL SKILLS ASSESSMENT

WRITTEN AND DEVELOPED BY: PAULINE F. BEAULAC

MARILYN S. CRAMER

APPENDIX A-2

MISSION STATEMENT:

Mission: To increase the Multihandicapped students independent community social skills and activities.

Rationale:

Whereas: Multihandicapped students have a difficult time functioning independently in the community.

Whereas: Multihandicapped students need to be taught social routines that other students learn on their own.

Whereas: Multihandicapped students need to be taught social habits as part of the ongoing "normalization" process that is critical to our curriculum.

Whereas: Multihandicapped students need to be to be taught procedures to fulfill basic needs.

Whereas: Multihandicapped students need to be able to seek and do activities that will enrich their quality of life.

APPENDIX A-3

THE ASSESSMENT FORM

The assessment is divided into seven color coded categories' as shown in the figure below. The categories are indicated by the name of the skill it is assessing.[1]

In first column, the Assessment Conditions[2], this column contains the objective number, the objective, the conditions necessary to assess the objective and may contain the needed materials.

The next column is the Performance Criteria[3], this column states the criteria the Student is to meet.

The next two columns are intended for the assessors' use. The Performance Level[4] is to state the level of performance that the student met the performance criteria. It is recommended that the assessor use the following key in the performance level column: X for performed independently, - for working on, P for physical prompt, V for verbal prompt, PV for physical and verbal prommpts and TA for Total Assisstance. The Comment[5] column is used to record any other data relevant to the assessment procedure.

At the top of the assessment form is an additional assessment item, the Mode of Communication[6] for the assessor to write in the students method of communication; i.e. verbal, signed, written, etc.

Name:_____ INDEPENDENT COMMUNITY SOCIAL SKILLS ASSESSMENT

Assessor:_____ Date:_____ SKILL AREA[1] Mode of Communication:_____[6]

ASSESSMENT CONDITION[2]	PERFORMANCE CRITERIA[3]	PERFORMANCE LEVEL[4]	COMMENTS[5]

Name:_____ INDEPENDENT CO

Assessor:_____ Date:_____ R

ASSESSMENT CONDITION	PERF
RS.1 Demonstrates correct social routine prior to being seated in a restaurant.*** Observe student at a restaurant to determine if he/she demonstrates this routine.	Student will restaurant a initial soci appropriate: a. Remove c b. Hang coa c. Sit with d. Go order
RS.2 Demonstrates correct table posture. Observe student during meals to determine if he/she practices correct table posture.	Student will back straigh and face at the plate.
RS.3 Demonstrates proper use of utensils.* MATERIALS: fork, spoon & knife Observe student eating a meal to determine if he/she uses utensils correctly.	Student will of the follo a. Use spoon mouth wit b. Spear bit fork and dropping c. Spread bu bread wit d. Cut solic pieces us
RS.4 Uses napkin correctly.* Observe student during meal to determine if he/she uses napkin correctly.	Student will lap and occa at least 75 from the out necessary.

*** Corresponding goal in the Multihandicap (MH.) Co

MMUNITY SOCIAL SKILLS ASSESSMENT

ESTAURANT SKILLS Mode of Communication: _____

ORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
go to a public nd perform the following al behavior as oat. t up. peers/family. line.		
sit at the table with t, elbows off the table, least one foot from		
correctly perform each wing task: to scoop and place in hout spillage. e-size solid food with bring to mouth without food. tter or margarine on h a knife. food into bite-size ing a knife and fork.		
keep napkin in his/her sionally uses it to wipe percent of the food away side of his/her mouth, as		

mmunity Experience Course of Study.

Name:_____ INDEPENDENT COM

Assessor:_____ Date:_____ RES

ASSESSMENT CONDITION	PERFOR
RS.5 Demonstrates proper use of a cup or glass.* MATERIALS: cup or glass, a filled pitcher Tell student: a. Pour yourself a glass (cup) of punch. b. Cary your glass (cup) over here (indicate area at least ten feet away). c. Drink your punch.	Student will of the follow a. Hold glass pour liqui fill glass full. b. Carry the ten feet w c. Hold the g and drink spilling.
RS.6 Takes proper size bites.* Observe student as he/she eats a meal to determine if student consistently takes proper-size bites.	Student will portions of f placed in his comfortably w
RS.7 Chews food thoroughly with mouth closed.* Observe student during a meal to determine if he/she chews food thoroughly with mouth closed.	During a meal mouth closed of solid food before swallo
RS.8 Engages in appropriate conversation during a meal.* Observe student during a meal to determine if he/she engages in appropriate conversation.	During a meal conversation a. Not unple b. Of appro c. Not obsce

)IX A-5

1UNITY SOCIAL SKILLS ASSESSMENT

STAURANT SKILLS Mode of Communication: _____

RMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
correctly perform each ing tasks: or cup with one hand, d from the pitcher and at least three quarters glass or cup at least ithout spilling. lass cup with one hand the punch without		
take only spoon or fork ood which can be easily /her mouth and chewed ith mouth closed.		
student will keep while chewing each bite a minimum of ten times ing.		
student will engage in which is: sent in content. riate volume. ne or profane (swearing)		

Name:_____ INDEPENDENT CO

Assessor:_____ Date:_____ P

ASSESSMENT CONDITION	PERF
RS.9 Uses spices and condiments.* Observe student during a meal to determine if he/she uses spices/condiments to own taste.	Student will condiments t shaking, pou necessary to table, self
RS.10 Eats meal in an appropriate amount of time.* *** Observe student durinng a meal to determine if he/she eats in an appropriate amount of time.	Student will no less than than 45 minu the samme ti present at t
RS.11 Wait in food order line appropriately.*** Go with the student to fast food restaurant or school cafeteria and observe as he/she waits in line to order, to determine if waiting behavior is appropriate.	Student will line to orde assistance.
RS.12 Orders only food wanted to eat.*** Go with the student to a restaurant or school cafeteria to observe student ordering food for a meal, to determine if student orders only food they will eat at this meal.	Student will to eat indep

*** Corresponding goal in the MH. Community Experien

ENDIX A-6

OMMUNITY SOCIAL SKILLS ASSESSMENT

RESTAURANT SKILLS Mode of Communication: _____

FORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
l use spices and co own taste with proper uring or spreading skills o prevent spillage onto other than food plate.		
l finish eating meal in no n 15 minutes and no more utes or at approximately ime as other persons the table.		
l appropriately wait in er food without		
order only food wanted endently.		

ce Course of Study.

Name:_____ INDEPENDENT CO

Assessor:_____ Date:_____ R

ASSESSMENT CONDITION	PERF
RS.13 Only orders food that student can pay for.*** Go with student to a restaurant or school cafeteria and observe the student ordering food he/she is going to pay for; to determine if the student can do so independently.	Student will he/she can p
RS.14 Carries food tray to the table.*** Go with student to a fast food restaurant or school cafeteria and observe the student carrying a food tray to the table to determine if he/she can do this independently.	Student will tray to the
RS.15 Demonstrates correct social routine when preparing to leave a restaurant.*** Observe the student at a restaurant to determine if he/she demonstrates this routine.	Student will restaurant a social routi leave, as ap a. Leave a b. Throw tr c. Push in

*** Corresponding goal in the MH. Community Experien

NDIX A-7

MMUNITY SOCIAL SKILLS ASSESSMENT

ESTAURANT SKILLS Mode of Communication: _____

ORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
independently order food ay for.		
independently carry food able.		
go to a public nd perform the following ne when preparing to propriate: 15% tip. ash away. chair when leaving.		

e Course of Study.

Name:_____ INDEPENDENT CO

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PERF
TS.1 Demonstrates safe walking habits.*** Take the student on a community excursion and observe to determine if he/she practices safe walking habits.	Student will a. Recogniz crosswal b. Look bot the stre c. Through a discri understa green tr d. Walk on of the r e. Does not
TS.2 Demonstrates bus riding habits.*** Take the student on a community excursion that involves riding the bus and observe the student to determine if he/she practices safe bus riding habits.	Student will a. Quietly waiting b. Quietly riding t
TS.3 Demonstrates the ability to inndependently ride the bus.*** Take the student on a community excursion that involves riding the bus to observe the student to determine if he/she can independently ride the bus.	Student will a. Read and travel p b. Determin to take. c. Pay the followin - showi card - showi and u d. Ask for appropri

*** Corresponding goal in the MH. Community Travel C

NDIX A-8

MMUNITY SOCIAL SKILLS ASSESSMENT

TRAVEL SKILLS Mode of Communication:_____

ORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
: e and walk in the ks. h ways before crossing et. actions taken demonstrate mination and nding between red and affic lights. the sidewalk or shoulder oad as appropriate. talk to strangers.		
: sit or stand while for the bus. sit or stand while he bus.		
: use bus schedules or lan. es the appropriate bus bus fare using one of the g methods; ng a handicapped I.D. and using coins. ng handicapped I.D. card sing a bus ticket. a transfer if ate.		

ourse of Study.

Name:_____ INDEPENDENT COMM

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PERFOR
TS.4 Demonstrates the ability to request help from a policeperson if needed. MATERIALS: Student travel I.D. card. Instruct the student that the travel I.D. card is to be used on community excursions if he/she is separated/lost from the class, to show the card to a policeperson. Role-play different situations where he/she would use their travel I.D. card.	If the student community excu request help f
TS.5 Provides personal information verbally upon request.* Position the student comfortably facing the teacher. Ask the student: What is your name? What is your address? What is your telephone number?	Student will v name, address when requested
TS.6 Writes personal information uopn request.* MATERIALS: paper and pencil Position student at a writing station. Tell the student to write his/her name, address and telephone number.	Student will u address and te requested to c

UNITY SOCIAL SKILLS ASSESSMENT

TRAVEL SKILLS Mode of Communication: _____

RMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
gets lost on a class rsion the student will from a policeperson.		
erbally recite his/her and telephone number l to do so.		
rite his/her name /her lephone number when o so.		

APP

Name:_____ INDEPENDENT C

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PER
SS.1 Demonstrates appropriate social routines when shoppinng.*** Observe the student shopping to determine if he/she demonstrates this routine.	The student perform the behaviors: a. Use onl at merc b. Walking c. Talk us d. Only to purchas e. Request
SS.2 Uses a shopping list.*** MATERIALS: paper,pencil and pictorial symbols if appropriate.	Prior to go discuss wit store he/sh what he/she Assist the shopping li Student wil shopping.

*** Corresponding goal in the MH. Community Experie

ENDIX A-10

OMMUNITY SOCIAL SKILLS ASSESSMENT

SHOPPING SKILLS Mode of Communication: _____

FORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
will go shopping and following social y his/her eyes to look handise. . ing an appropriate volume. uch what he/she plans to se. assistance when needed.		
ing on a shopping trip h the student the type of e will be going to and wants to shop for. student with writing out a st. l use a shopping list when		

nce Course of Study.

Name: _____ INDEPENDENT CO

Assessor: _____ Date: _____

ASSESSMENT CONDITION	PERF
SCS.1 Decides what to have done at hair salon. Materials: guardian permission slip (for minors) & magazines. Discuss with the student what a hair salon is, why people go to one and what he/she wants to have done at the hair salon. Use magazinnes to assist the student in deciding what to have done, encourage the student to try a new hair style, manicure, pedicure or facial. Minors will need permission from their guardian for the hair salon to accept him/her as a customer.	The student what to have
SCS.2 Demonstrates correct social routine at the hair salon. Observe the student at a hair salon to determine if he/she demonstrates this routine.	The student and perform behavior, as a. Cooperat b. Engages conversa dresser; - not c - of ap - no ob (swea c. Thanks t leaving. d. Tips the leaving.

MMUNITY SOCIAL SKILLS ASSESSMENT

SELF-CARE SKILLS Mode of Communication: _____

FORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
independently decides done at a hair salon.		
will go to a hair salon the following social appropriate: es with the hair dresser. in appropriate tion with the hair bscene in content. propriate volume. scenities or profanities ring). heir hair dresser prior ir hair dresser prior to		

AP

Name: _____ INDEPENDENT

Assessor: _____ Date: _____

ASSESSMENT CONDITION	PE
SCS.3 Makes and keeps appointments with the hair salon. Have the student call a hair salon to schedule an appointment for a predetermined day that the class will go to the hair salon.	The studen salon appo teacher as

PENDIX A-12

COMMUNITY SOCIAL SKILLS ASSESSMENT

SELF-CARE SKILLS Mode of Communication:_____

RFORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
t will schedule their hair intment, with minimum sistance.		

APP

Name: _____ INDEPENDENT C

Assessor: _____ Date: _____ V
GOVE

ASSESSMENT CONDITION	PER
VBGBS.1 Demonstrates an awareness of the social routines necessary for work. On tours of businesses or govvernment buildings point out to the student how the employees display politness, ethics, adapts to changes in routines, emergency/problem solving proceedures. Follow up by engaging/assisting the student in class/peer discussions of work routines and behaviors at the work place.	The student awareness o at work thr sessions ar following: a. Manners b. Changes c. Work et d. Work en solving
VBGBS.2 Demonstrates an awareness of the employees daily work responsibilities/duties. On tours of businesses or government building point out to students how employees must clock or sign in, daily work quotas, the supervisor's role, etc. Follow up by engaging/ assisting the student class/peer discussions of employees daily work responsibilities/duties whenever possible.	The student awareness o responsibil question an class discu a. Clock o b. Minimun c. The sup d. Deadlin

PENDIX A-13

COMMUNITY SOCIAL SKILLS ASSESSMENT

ISITING A BUSINESS/ Mode of Communication:_____
RNMENT BUILDING SKILLS

FORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
will demonstrate an f social routines required ough questions and answer d class discussions on the at work. in routines at work. hics. ergency and problem procedures.		
will demonstrate a f the employees daily work ities/duties through d answer sessions and ssions on the following: r signing in. work quotas. ervisor's role. es.		

Name: _____ INDEPENDENT CO

Assessor: _____ Date: _____ VI
GOVER

ASSESSMENT CONDITION	PERF
VBGBS.3 Demonstrates an awareness of the community and its available services.*** Take the student on community excursions which include tours of businesses and government buildings. During the tour point out what services the business/agency offers the public and how to receive these services. Follow up by engaging/assisting the student in class/peer discussions of available services from various businesses and agencies.	The student awareness of available se and answer s discussions.

*** Corresponding goal in the MH. Community Experie

NDIX A-14

MMUNITY SOCIAL SKILLS ASSESSMENT

SITING A BUSINESS/ Mode of Communication:_____
NMENT BUILDING SKILLS

ORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
will demonstrate an the community and its rvices through question essions and class		

nce Course of Study.

Name:_____ INDEPENDENT CO

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PERF
MPS.1 Pays for purchases using the nearest dollar method.*** Observe the student making a purchase to determine if he/she uses the nearest dollar method.	When making will: a. Pays for bills. b. Gives on the fina $2.87 - three on c. Waits fo d. Thanks t
MPS.2 Dresses appropriately for the occasion.*** Observe the student on a community excursion to determine if the student dressed appropriately.	When on a co student will the designat
MPS.3 Verbalizes information about different weather conditions.* Tell the student to name four kinds of weather.	The student least four o snow, fog, c overcast and
MPS.4 Identifies present weather conditions.* Ask the student: What is the the weather like today?	The student present weat

*** Corresponding goal in the MH. Community Experie

MMUNITY SOCIAL SKILLS ASSESSMENT

RELATED SKILLS Mode of Communication:_____

ORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
purchases the student items using one dollar e dollar bill more than l price. i.e. purchase is student gives the cashier e dollar bills. r change. he cashier and leaves.		
mmunity excursion the dress appropriately for ed place and weather.		
will say (or sign) at f the following; rain, lear, wind, smog, sleet, hail.		
will accurately describe her conditions.		

nce Course of Study.

Name:_____ INDEPENDENT CO

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PERF
MPS.5 Verbalizes weather report information.* Ask the student: What is the weather supposed to be like tomorrow?	The student condition re on the radio
MPS.6 Reads a Thermometer.* MATERIALS: outdoor thermometer. Ask the student: What is the temperature?	The student thermometer in numbers c
MPS.7 Verbalizes information about seasonal weather.* Ask the student: What is the the weather usually like in the summer? Fall? Winter? Spring?	The student for each sea region to re a. Clear, s b. Windy, c c. Rainy, s d. Warm, cl
MPS.8 Identifies persons by name.* Point to variouus people who are Familiar to the student and ask: What is his/her name?	The student persons' cor
MPS.9 Makes and responds to verbal and gestural motions of greetings and farewells.* At the beginning of the day, extend your hand to the student and say "hi" or "good morning".	The student shake hands morning".

MMUNITY SOCIAL SKILLS ASSESSMENT

RELATED SKILLS Mode of Communication: _____

FORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
will name a weather eported in a newspaper, on or on Television.		
will look at the and report the reading f degrees.		
will accurately answer son (answers may vary gion): unny or hot. old, rainy. nowy, cold. ear, sunny.		
will say (or sign) each rect name.		
will extend his/her hand, and say "hi" or "good		

APP

Name:_____ INDEPENDENT C

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PER
MPS.10 Uses appropriately gestures to communicate meaning.* a. Ask the student a question which calls for an obvious yes answer. b. Ask the student a question which calls for an obvious no.	The student by: a. Shaking b. Shaking
MPS.11 Listens to conversation without interrupting. Observe the student at a meal or other social occasion to determine if he/she listens during a conversation without interrupting.	The student minutes of he/she does person is s person is f
MPS.12 Uses appropriate facial expressions to communicate meaning.*	The student expressions situation (angry-frown etc.).
MPS.13 Verbalizes correct information about community leisure activities.* Ask the student: a. Where could you go for fun arounnd town on a Saturday afternoon? b. Where could you go for fun in town at night?	The student of at least community i (vaerbaliz the specifi a movie at

ENDIX A-17

OMMUNITY SOCIAL SKILLS ASSESSMENT

RELATED SKILLS Mode of Communication:_____

FORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
will respond gesturally head vertically. head horizontally.		
will engage in five conversation during which not talk while the other peaking or until the other inished with a sentence.		
will display facial which go with the i.e. happy-smile, , interested-eye contact		
will say (or sign) names three places in the local n answers to each question ed answer should include c name of a place, e.g. To the Bijou Theater).		

Name:_____ INDEPENDENT C

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PERF
MPS.14 Verbalizes correct information about location and requirements for community activities. Ask the student to name five places to go in town. For each place ask: What can you do there? How do you get there? What do you need to go there? What do you need to do this activity?	The student specific pla community in the type of for walking locations), to particip card, swimsu
MPS.15 Participate cooperatively in group activities.* Initiate an activity with two or more participants.	The student activity wit requested to without nega behavior.
MPS.16 Ignores offensive verbal behavior by others.* Initiate a role-playing session wherein the teacher exhibits offensive verbal behavior towards the student.	The student refrain fro role-plays

ENDIX A-18

MMUNITY SOCIAL SKILLS ASSESSMENT

RELATED SKILLS Mode of Communication:_____

FORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
will say (or sign) five ces in the local cluding: description of recreation, directions (or bus and street specifice items needed te (e.g. money,, I.D. it, etc.).		
will participate inn an h two or more peers when do so by the teacher, tive verbal or physical		
will turn away from and talking to a teacher who ffensive verbal comments.		

Name:_____ INDEPENDENT COM

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PERFO
MPS.17 Accepts assistance/assists others in need of help.* Assign another student to complete a work assignment that requires two people while a trainee student is observing. Verbally prompt the working student to ask the trainee student for help. Next, reverse the role play and ask another student to assist the trainee student with a work assignment.	The student w and offers to
MPS.18 Participates in organized group activity.* Organize a group activity and observe the student to determine if he/she engages in the activity appropriately.	The student w appropriate v on community businesses or dance or team

MUNITY SOCIAL SKILLS ASSESSMENT

RELATED SKILLS Mode of Communication:_____

RMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
ill accept assistance help others.		
ill engage in erbal/physical behaviors excursions, tours of a meeting, party, sport.		

Name:_____ INDEPENDENT

Assessor:_____ Date:_____

ASSESSMENT CONDITION	PE
MPS.19 Demonstrates recognition of personal information.* Materials: Three cards, one with the students' personal information and two with similar information on other students. Present three cards to the student, one with his/her personal data and the two other cards with similar information on other students. Tell the student to point to the card with their name, address, telephone number, etc., on it.	When prese and asked card, the card with informatio

PENDIX A-20

COMMUNITY SOCIAL SKILLS ASSESSMENT

RELATED SKILLS Mode of Communication: _____

RFORMANCE CRITERIA	PERFORMANCE LEVEL	COMMENTS
nted with three I.D. cards to identify his/her own student will point to the the correct personal n.		

APPENDIX A-21

REFERENCES

* BECOMING INDEPENDENT: A LIVING SKILLS SYSTEM, (Apolloni, Tony; Westaway, Ann), Sonoma County Organization For The Retarded, 1978.

** LIVING AND WORKING INDEPENDENTLY, (Wright, Peggy N.; Garnes, Carole), Ohio Department of Mental Retardation and Developmental Disabilities, Vol. 2, 1982.

APPENDIX B-1

Beaulac/Cramer 1/87

RESTAURANT SKILLS CHECKLIST Date_____

____ Removed Coat

____ Hung Coat Up

____ Sat With Peers

____ Correct Table Posture

____ Brought Food To Mouth

____ Properly Used Utensils

____ Properly Used Cup/Glass

____ Used Napkin Correctly

____ Took Proper Bites

____ Chewed Food Thoroughly With Mouth Closed

____ Engaged In Appropriate Conversation

____ Used Spices And Condiments Appropriately

____ Ate Meal In Appropriate Time

____ Dressed appropriately for the type of restaurant

____ Waited In Food Order Line Appropriately

____ Ordered Appropriately

____ Carried Food To The Table

____ Paid For Food Using Nearest Dollar Method

____ Waited For Change

____ Left A Tip

____ Threw Trash Away

APPENDIX B-2

Beaulac/Cramer 1/87

TRAVEL SKILLS CHECKLIST Date_____

____ Recognized Crosswalks

____ Looked both ways before crossing the street

____ Discriminated between red and green lights

____ Crossed streets with light independently

____ Walked on sidewalks

____ Dressed appropriately for the weather

____ Quietly stood or sat while waiting for the public bus

____ Quietly stood or sat while riding the public bus

____ Paid bus fare

- ____ showed handicapped ID
- ____ used punch card
- ____ asked for transfer (if applicable)

____ Quietly sat while riding in a private car/van/bus

____ Used travel plan

____ _____

____ _____

____ _____

COMMENTS/CONCERNS

_____

EVALUATOR

APPENDIX B-3

Beaulac/Cramer 1/87

SHOPPING SKILLS CHECKLIST Date_____

____ Used Only Eyes To Look At Merchandise

____ Walked And Talked Quietly

____ Only Touched Items To Purchase

____ Paid For Items Using The Nearest Dollar Method

____ Waited For Change

____ Asked For Help As Needed

____ Used A Shopping List

____ _____

____ _____

____ _____

COMMENTS/CONCERNS

_____

EVALUATOR

APPENDIX B-4

Beaulac/Cramer 1/87

SELF - CARE SKILLS CHECKLIST Date_____

____State what they want done at the Hair Dressers

____cut

____set

____permanent

____blow/dry

____facial

____manicure

____Co-operate with hair dresser

____Hold appropriate conversation with their hair dresser

____Thanked the Hair Dresser

____Pay/Tip if appropriate

____Dressed appropriately for the weather

____Dressed appropriately for the occasion

____ _____

____ _____

____ _____

COMMENTS/CONCERNS

_____

EVALUATOR

APPENDIX B-5

Beaulac/Cramer 1/87;rev. 7/88

BUSINESS CHECKLIST Date_____

____ Stayed with the group

____ Talked Quietly

____ Answering/Asking Questions

____ Followed Verbal Directions when on a Tour

____ Dressed appropriately for the Tour

____ _____

____ _____

____ _____

COMMENTS/CONCERNS

_____

EVALUATOR

APPENDIX C-1

Beaulac/Cramer 1/87

Name_____ Date_____

Restaurant Skills Monthly Progress Report
Independent Community Social Skills Curriculum

Goal Accomplished

____ Students will demonstrate the following restaurant social routine behaviors:

- ____ removed coat
- ____ hung coat up
- ____ sat with peers
- ____ correct table posture
- ____ brought food to mouth
- ____ properly used utensils
- ____ properly used cup/glass
- ____ used napkin correctly
- ____ took proper bites
- ____ chewed food thoroughly with mouth closed
- ____ engaged in appropriate conversation
- ____ used spices and condiments appropriately
- ____ ate meal in appropriate time

____ Student will dress appropriately for the occasion.

____ Student demonnstrate the following restaurant skills:

- ____ Waited In Food Order Line
- ____ Ordered only food wanted
- ____ Ordered only food you can pay for
- ____ Carried Food To The Table
- ____ Paid For Food Using Nearest Dollar Method
- ____ Waited For Change
- ____ Left A Tip
- ____ Threw Trash Away

Monthly Summary of Restaurant Skills Checklist

- ____ Removed Coat
- ____ Hung Coat Up
- ____ Sat With Peers
- ____ Correct Table Posture
- ____ Brought Food To Mouth
- ____ Properly Used Utensils
- ____ Properly Used Cup/Glass
- ____ Used Napkin Correctly
- ____ Took Proper Bites
- ____ Chewed Food Thoroughly With Mouth Closed
- ____ Engaged In Appropriate Conversation
- ____ Used Spices And Condiments Appropriately
- ____ Ate Meal In Appropriate Time
- ____ Dressed appropriately for the type of restaurant
- ____ Waited In Food Order Line Appropriately
- ____ Ordered Appropriately
- ____ Carried Food To The Table
- ____ Paid For Food Using Nearest Dollar Method
- ____ Waited For Change
- ____ Left A Tip
- ____ Threw Trash Away

APPENDIX C-2

P. Beaulac/M. Cramer 1/87

Travel Skills Monthly Progress Report
Independent Community Social Skills Curriculum

Name_____ Date_____

Goals Accomplished

____ Will demonstrate safe walking habits by:
- ____ Recognized Crosswalks
- ____ Looked both ways before crossing the street
- ____ Discriminated between red and green lights
- ____ Crossed streets with light independently
- ____ Walked on sidewalks
- ____ Dressed appropriately for the weather

____ Will demonstrate safe public bus travel behavior by:
- ____ Quietly sitting or standing while waiting for the bus
- ____ Quietly sitting or standing while riding the bus

____ Will demonstrate ability to independently ride the bus by:
- ____ Paying bus fare
  - ____ showed handicapped ID
  - ____ used punch card
  - ____ asked for transfer (if applicable)

____ Will demonstrate ability to request help from a policeperson if needed (Assessed through role play in the classroom)

____ Will read and use bus schedules

Monthly Summary of Travel Skills Checklist

____ Recognized Crosswalks
____ Looked both ways before crossing the street
____ Discriminated between red and green lights
____ Crossed streets with light independently
____ Walked on sidewalks
____ Dressed appropriately for the weather
____ Quietly stood or sat while waiting for the public bus
____ Quietly stood or sat while riding the public bus
____ Paid bus fare
- ____ showed handicapped ID
- ____ used punch card
- ____ asked for transfer (if applicable)

____ Quietly sat while riding in a private car/van/bus
____ Used travel plan

APPENDIX C-3

Beaulac/Cramer 1/87

Name_____ Date_____

Shopping Skills Monthly Progress Report
Independent Community Social Skills Curriculum

Goal Accomplished

____ Students will demonstrate the following shopping skills:

- ____ Used Only Eyes To Look At Merchandise
- ____ Walked And Talked Quietly
- ____ Only Touched Items To Purchase
- ____ Paid For Items Using The Nearest Dollar Method
- ____ Waited For Change
- ____ Asked For Help As Needed
- ____ Used A Shopping List

Monthly Summary of Shopping Skills Checklist

____ Used Only Eyes To Look At Merchandise
____ Walked And Talked Quietly
____ Only Touched Items To Purchase
____ Paid For Items Using The Nearest Dollar Method
____ Waited For Change
____ Asked For Help As Needed
____ Used A Shopping List

APPENDIX C-4

Beaulac/Cramer 1/87

Self-Care Skills Monthly Progress Report
Independent Community Social Skills Curriculum

Name_____ Date_____

Goal Accomplished

____Student will keep monthly hair, facial or manicure appointments.

____Student will decide how to have hair fixed, with parent assistance.

____Student will take tours of Hair Care Schools and actual businesses.

____Student will demonstrate the appropriate social routine/ behavior.

____Student will demonstrate the appropriately for the occassion.

Monthly Summary of Self Care Checklist

____State what they want done at the Hair Dressers
- ____cut
- ____set
- ____permanent
- ____blow/dry
- ____facial
- ____manicure

____Co-operate with hair dresser
____Hold appropriate conversation with their hair dresser
____Thanked the Hair Dresser
____Pay/Tip if appropriate
____Dressed appropriately for the weather
____Dressed appropriately for the occasion

APPENDIX B-5

APPENDIX C-5

Beaulac/Cramer 1/87;rev. 7/88

Business/Government Building Skills Monthly Progress Report
Independent Community Social Skills Curriculum

Name_____ Date_____

Goal Accomplished

____ Student will develop an awareness of the Dayton community.

____ Student will develop an awareness of available government/business services.

____ Student will develop an awareness of how business' operate.

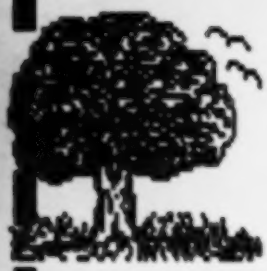
____ Student will develop an awareness of the workers daily routines: i.e. -Clock In
-Job Duties/Responsibilities

____ Student will dress appropriately for the occasion.

____ Student will develop an awareness of Social Skills necessary for the Job: i.e. -Manners
-Changes In Routines
-Work Ethics
-Emergencies/Problem Procedures

Monthly Summary of Business Skills Checklist

____ Stayed with the group
____ Talked Quietly
____ Answering/Asking Questions
____ Followed Verbal Directions when on a Tour
____ Dressed appropriately for the Tour



SEPTEMBER

1987

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9 MICHAEL O. FILLS POP MACHINE	10	11 SHOP FOR SELF CARE ITEMS FOR SCHOOL USE DOWNTOWN AND EAT LUNCH AT THE ARCADE TAKE RTA	12
13	14	15 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING S-1 BETH FILLS POP MACHINE	16	17 PARENT MEETING 2:00 P.M. RM. 200 ALICE FILLS POP MACHINE	18 TOUR MUMMA'S FRUIT FARMS THEN GO TO SALEM MALL FOR LUNCH USE SCHOOL VAN	19
20	21	22 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING S-1 THOMAS FILLS POP MACHINE	23	24 MICHAEL O. FILLS POP MACHINE	25 TOUR THE BUSINESSES OF THE OREGON DISTRICT, LUNCH FRANCO'S DRESS UP DAY TAKE RTA	26
27	28	29 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING BETH FILLS POP MACHINE	30			

Any Questions? - Call P. Beaulac/M. Beaulac 223-3058
Grace A. Greene Vocational Center

COMMUNITY ACTIVITIES FOR ICSS CUR. MH AT GRACE A.GREENE

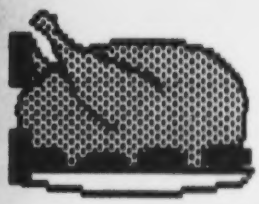
OCTOBER

1987

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2 GO TO LIBRARY DOWNTOWN EAT LUNCH AT ROY ROGERS TAKE RTA	3
4	5 BETH FILLS POP MACHINE	6 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:15-12:30 SCHOOL VAN	7	8 ALICE FILLS POP MACHINE	9 VISIT PLANNED PARENTHOOD EAT AT CHARLIE'S IN LAZARUS TAKE RTA	10
11	12 HAVE HAIR DONE AT PATTERSON COOP-MUST HAVE SIGNED PERMISSION SLIP STOP FOR SNACK LUNCH AT SCHOOL TAKE RTA	13 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:15-12:30 SCHOOL VAN	14 NO SCHOOL WOEA DAY TEACHER MEETING	15 MICHAEL O. FILLS POP MACHINE	16 SHOP FOR SELF CARE ITEMS AT THE DAYTON MALL LUNCH AT THE MALL TAKE RTA	17
18	19 THOMAS FILLS POP MACHINE	20 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:15-12:30 SCHOOL VAN	21	22 ALICE FILLS POP MACHINE	23 TOUR OF DAYTON INTERNATIONAL AIRPORT EAT AT LUNCH AT FRIENDLY'S SCHOOL VAN & PRIVATE CAR	24
25	26 THOMAS FILLS POP MACHINE	27 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:15-12:30 SCHOOL VAN	28	29 MICHAEL O. THE THE POP MACHINE	30 TOUR SINCLAIR COMMUNITY COLLEGE LUNCH AT ELDER BEERMANS TAKE RTA HALLOWEEN PARTY AT SCHOOL	31 HAPPY HALLOWEEN!!!

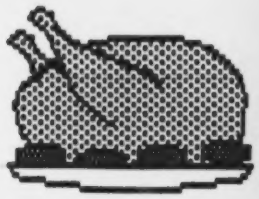
Any Questions? - Call P. Beaulac/M. Beaulac 223-3058
Grace A. Greene Vocational Center

ICSS CUR. ACTIVITIES SUBJECT TO CHANGE IF NECESSARY



NOVEMBER

1987



SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	4	5 MICHAEL O. FILLS THE POP MACHINE	6 WORKER OF THE MONTH ASSEMBLY SALEM MALL FOR LUNCH SCHOOL VAN	7
8	9 BETH FILLS THE POP MACHINE	10 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	11	12 ALICE FILLS POP MACHINE	13 MCCORY'S DOWNTOEN FOR BREAKFAST SHOP FOR SELF CARE ITEMS 8:30-1:00 TAKE RTA	14
15	16 THOMAS FILLS POP MACHINE HAVE HAIR DONE AT PATTERSON COOP-MUST HAVE A SIGNED PERMISSION SLIP TAKE RTA	17 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	18 NO SCHOOL	19 GIRLS BOX LUNCH FASHION SHOW AT LAZARUS DRESS UP DAY BOYS BOWLING WITH MR. BORCHERS TAKE RTA	20 MICHAEL O. FILLS POP MACHINE	21
22	23 BETH FILLS POP MACHINE	24 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	25 TOUR GARDEN CENTER TO SEE HOLIDAY IDEAS LUNCH AT MCDONALDS SCHOOL VAN	26 HAPPY THANKSGIVING!!!	27 NO SCHOOL	28
29	30 MICHAEL O. FILLS POP MACHINE					

Any Questions? - Call P. Beaulac/M. Beaulac 223-3058
Grace A. Greene Vocational Center

ICSS CUR. ACTIVITIES SUBJECT TO CHANGE IF NECESSARY

DECEMBER

1987

SUN	MON	TUE	WED	THU	FRI	SAT
		1 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	2 IEP CONFERENCES BETH FILLS THE POP MACHINE	3 IEP CONFERENCES	4 TOUR OF KETTERING TOWER DRESS UP FOR LUNCH AT SPAGHETTI WAREHOUSE WEAR RED/GREEN TAKE RTA	5
6	7 ALICE FILLS THE POP MACHINE DECORATE RM.317 AT ROOSEVELT CENTER FOR DAYTON TOASTMASTERS SCHOOL VAN	8 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	9	10 MICHAEL O. FILLS POP MACHINE PREPARE FOR MH XMAS PARTY	11 BOWLING WITH SCHOOL-NEED ON DOLLAR DAYTON DAYTON HIGH SCH MH GAG FOR XMAS PARTY 11:00-1:00	12
13	14 HAVE HAIR DONE AT PATTERSON COOP-MUST HAVE A SIGNED PERMISSION SLIP TAKE RTA	15 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	16 THOMAS FILLS THE POP MACHINE	17	18 CLASS CHRISTMAS PARTY AT ALICE'S HOUSE 11:00-1:00 SCHOOL VAN	19
20	21 START CHRISTMAS VACATION - NO SCHOOL	22	23	24	25 MERRY CHRISTMAS!!!	26
27	28	29	30	31		

Any Questions? - Call P. Beaulac/M. Beaulac 223-3058
Grace A. Greene Vocational Center

INCLEMENT WEATHER MAY CANCEL ICSS CUR. ACTIVITIES

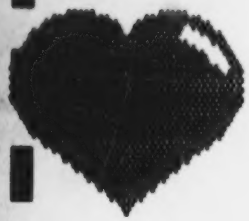
JANUARY

1988

SUN	MON	TUE	WED	THU	FRI	SAT
					1 HAPPY NEW YEAR!!!	2
3	4 MICHAEL O. FILLS THE POP MACHINE	5	6	7	8 TOUR OF DAYTON DAILY NEWS LUNCH IN THE ARCADE DRESS WARMLY TAKE RTA	9
10	11 MICHAEL O. & THOMAS GO TO WORK AT CORNELL HEIGHTS TEACHER'S CAR	12 GO TO ST. ELIZABETC'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	13	14 THOMAS FILLS POP MACHINE	15 BOWLING WITH SCHOOL - NEED ONE DOLLAR LUNCH AT DENNY'S ON MAIN TAKER RTA	16
17	18 MARTIN LUTHER KING HOLIDAY- NO SCHOOL	19 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	20	21	22 SHOP FOR SELF CARE NEEDS AND LUNCH AT THE SALEM MALL TAKE RTA END OF 2ND QUAR	23
24	25 BETH FILLS THE POP MACHINE	26 GO TO ST. ELIZABETH'S FOR COMMUNITY SKILL TRAINING 8:30-12:30 SCHOOL VAN	27	28	29 TOUR OF GM TRUCK ASSEMBLY PLANT IN MORAINE LUNCH AT WOODY'S SCHOOL VAN	30
31						

Any Questions? - Call P. Beaulac/M. Beaulac 223-3058
Grace A. Greene Vocational Center

INCLEMENT WEATHER MAY CANCEL ICSS ACTIVITIES



FEBRUARY

1988

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2 THOMAS FILLS POP MACHINE	3 GO TO BELLE HAVEN TO TEACH COMMUNITY SAFETY TO MRS. WHELLY'S MH CLASS TEACHER'S CAR	4	5 TOUR MUSEUM OF NATURAL HISTORY LUNCH AT MCDONALDS SCHOOL VAN	6
7	8	9 BETH FILLS THE POP MACHINE	10 GO TO BELLE HAVEN TO TEACH COMMUNITY SAFETY TO MRS. WHELLY'S MH CLASS TEACHER'S CAR	11	12 GO TO THE AIR FORCE MUSEUM LUNCH AT PEPITO'S-AIRWAY SCHOOL VAN	13
14 HAPPY VALENTINE'S DAY	15 PRESIDENTS DAY NO SCHOOL	16 THOMAS FILLS THE POP MACHINE	17 GO TO BELLE HAVEN TO TEACH COMMUNITY SAFETY TO MRS. WHELLY'S MH CLASS TEACHER'S CAR	18	19 GO TO PATTERSON COOP FOR NAIL AND HAIR CARE SHOP DOWNTOWN FOR SELF-CARE EAT AT WENDY'S TAKE RTA	20
21	22	23 BETH FILLS THE POP MACHINE	24 GO TO BELLE HAVEN TO TEACH COMMUNITY SAFETY TO MRS. WHELLY'S MH CLASS TEACHER'S CAR	25	26 MUSIC PALACE-SPRINGBORO SCHOOL VAN 8:30-1:00	27
28	29					

FOR FURTHER INFORMATION PLEASE CALL P. BEAULAC, 223-3058

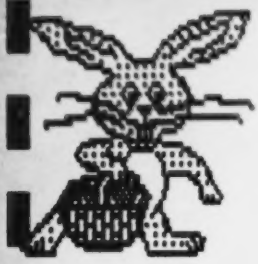
MARCH

1988

SUN	MON	TUE	WED	THU	FRI	SAT
		1 10:00 THOMAS WORKS WITH MR. WILSON	2 GO TO BELLE HAVEN TO TEACH COMMUNITY SAFETY SCHOOL VAN THOMAS FILLS POP MACHINE	3	4 GO TO AIR FORCE MUSEUM LUNCH AT PEPITO'S SCHOOL VAN	5
6	7	8 BETH FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	9 GO TO BELLE HAVEN TO TEACH COMMUNITY SAFETY TO MRS. GHELLY'S MH CLASS SCHOOL VAN	10	11 9:30 TOUR OF SUNRISE CENTER LUNCH AT ARBY'S TAKE RTA	12
13	14	15 ANDREY FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	16	17 HAPPY ST. PATRICK'S DAY!!! DON'T FORGET TO WEAR GREEN	18 10:00 TOUR OF SOCIETY BANK N.MAIN BRANCH LUNCH AT FRISCH'S TAKE RTA	19
20	21	22 THOMAS FILLS THE POP MACHINE	23 10:00 THOMAS WORKS WITH MR. WILSON	24	25 WORKER OF THE MONTH ASSEMBLY SALEM MALL TO SHOP FOR SELF CARE ITEMS AND LUNCH SCHOOL VAN	26
27	28 SCHOOL	29 CLOSED	30 FOR	31 SPRING BREAK		

PARENTS WELCOMED ON ALL COMMUNITY EXCURSIONS

FOR FURTHER INFORMATION PLEASE CALL A REPRESENTATIVE



APPENDIX D-8

APRIL

1988

SUN	MON	TUE	WED	THU	FRI	SAT
					1 NO SCHOOL SPRING BREAK	2
3	4	5 BETH FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	6 WORK AT THE LEVY CAMPAIGN HEADQUARTERS 9:00 - 11:15	7	8 PATTERSON COOP FOR HAIR/NAIL CARE EAT AT CHARLIE'S IN LAZARUS TAKE RTA	9
10	11	12 ANDREY FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	13 WORK AT THE LEVY CAMPAIGN HEADQUARTERS 9:00-11:15 THOMAS FILLS THE POP MACHINE	14	15 9:00 SCHOOL TALENT SHOW 10:15 GO TO MUSIC PALACE FOR LUNCH SCHOOL VAN	16
17	18	19 10:00 THOMAS WORKS WITH MR. WILSON	20 WORK AT THE LEVY CAMPAIGN HEADQUARTERS 9:00-11:15 THOMAS FILLS THE POP MACHINE	21	22 9:30 TOUR OF YE OLDE WASH HOUSE IN SIDNEY LUNCH AT THE SPOT RESTAURANT SCHOOL VAN	23
24	25	26 BETH FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	27 WORK AT THE LEVY CAMPAIGN HEADQUARTERS 9:00 - 11:15	28	29 WORKER OF THE MONTH ASSEMBLY DOWNTOWN TO SHOP FOR SELF CARE NEEDS TAKE RTA	30

PARENTS WELCOMED ON ALL COMMUNITY EXCURSIONS

FOR FURTHER INFORMATION PLEASE CALL P. BEAULAC, 223-3058

APPENDIX D-9

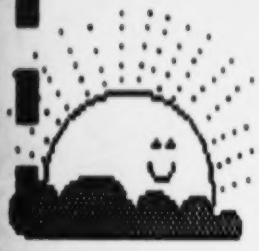
MAY

1988

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3 ANDREY FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	4 10:00 TOUR OF MONARCH MARKETING LUNCH AT SCHOOL SCHOOL VAN	5	6 8:15 TOUR OF THE ART INSTITUTE LUNCH AT WENDY'S TAKE RTA	7
8	9 GO TO SUPERAMA TO SHOP FOR CLASSROOM SUPPLIES & GROCERIES SCHOOL VAN	10 10:00 THOMAS WORKS WITH MR. WILSON	11 THOMAS FILLS THE POP MACHINE	12	13 9:00 TOUR OF MEAD LUNCH AT LAZARUS TAKE RTA SCHOOL BANQUET & PROM 6:00	14
15	16	17 BETH FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	18	19	20 GO TO PATTERSON COOP FOR NAIL/HAIR CARE, THEN TO THE ARCADE FOR LUNCH AND TO SHOP FOR SELF-CARE NEEDS TAKE RTA	21
22	23	24 ANDREY FILLS THE POP MACHINE 10:00 THOMAS WORKS WITH MR. WILSON	25	26	27 CARRIAGE HILL FARM-NATURE STUDY-FISHING-COOKOUT-TOUR SCHOOL VAN	28
29	30 NO SCHOOL MEMORIAL DAY	31 10:00 THOMAS WORKS WITH MR. WILSON				

PARENTS WELCOMED ON ALL COMMUNITY EXCURSIONS

FOR FURTHER INFORMATION PLEASE CALL P. BEAULAC, 223-3058



JUNE

1988

SUN	MON	TUE	WED	THU	FRI	SAT
			1 GO TO CINCINNATI ZOO LUNCH AT THE ZOO SCHOOL VAN	2 FIELD DAY	3 9-10:30 GRACE A. GREENE GRADUATION SCHOOL LUNCH AT COURTHOUSE SQUARE TAKE RTA	4
5	6	7 THOMAS FILLS THE POP MACHINE GO TO MRS. NOWLINS TO HELP SET UP FOR CLASS PICNIC TEACHER'S CAR	8 CLASS PICNIC AT MRS. NOWLIN'S SCHOOL VAN	9 LAST DAY FOR STUDENTS!!! VIDEO FUN DAY!!!	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

PARENTS WELCOMED ON ALL COMMUNITY EXCURSIONS

FOR FURTHER INFORMATION PLEASE CALL P. BEAULAC, 223-3058

APPENDIX E

Dear Parent/Guardian

This is a request for permission to use data gathered from your child's community experiences in a research study for the University of Dayton. All names will be removed from the data, and remain anonymous. The purpose of the study is to determine the needs and appropriate changes in our community experience curriculum.

Please sign, date and return this permission slip. If you have any questions please call Pauline Beaulac at 223-3058. 7:45 - 3:00.

Sincerely,

Pauline Beaulac

Marilyn Cramer

Bambi Reynolds

I have read this notification and grant my permission

_____ _____

Parent/Guardian's Signature Date

APPENDIX F

Grace A Greene Vocational Center
503 Edison Ave.
Dayton, Ohio 45405
October 7, 1987

Jerrie B. McGill, PhD.
Executive Director for Educational Services
Dayton Public Schools
348 West First Street
Dayton, Ohio 45402

Dear Dr. McGill:

I am requesting permission to use data collected in my classroom from our Independent Community Social Skills Curriculum, for my research project at the University of Dayton. I am currently working on my Educational Specialist Degree, the research project is a requirement for this program.

The purpose of this project is to measure what the impact was/is upon the students participating in the Indeppendent Community Social Skills Curriculum grant versus students receiving community experiences without the benefit of this grant. Data will be collected and interpreted. All students will remain anonymous.

Participants of this study will be:
Teachers: Marilyn Cramer
Pauline Beaulac

Students:

Through doing this study I hope to establish answers to the following:

- What is the effect/Value/Impact of the Independent Community Social Skills (ICSS) Curriculum upon the Multihandicapped student?
- Should the ICSS curriculum be adopted by the board, what modifications are necessary?
- What frequency should the ICSS curriculum be taught; one year in high school versus every year of high school? Intermediate? Elementary?

For your information a copy of the proposal that was sent to Martha Holden Jennings, a copy of the ICSS assessment, and a copy of our monthly progress report forms ar enclosed.

Sincerely,

Pauline F. Beaulac

ABSTRACT

Teaching Independent Community Social Skills To The Multihandicapped

Submitted to the Department of Educational Administration of the School of Education, University of Dayton, in Partial Fullfillment of the Requirements for the
Educational Specialist Degree

By
Pauline F. Beaulac

Faculty Advisors: Donald J. Frericks, Ph.D., Chairman
Sister Mary J. D'Amico, SNDdeN, Ph.D.
Herman Torge, Ph.D.

The School of Education
UNIVERSITY OF DAYTON
Dayton, Ohio
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ABSTRACT

TEACHING INDEPENDENT COMMUNITY SOCIAL SKILLS TO THE MULTIHANDICAPPED (56 pp.)

PROBLEM.

Most multihandicapped students need to increase their independent community social skills and activities. This population has a difficult time functioning independently in the community and often these students do not understand social cues, routines, innuendos, dangerous situations and environmental print. These students usually do not know how to best utilize such things as using community resources and often do not know what services are available to them. Ignorance and inexperience of social skills causes ridicule, dicrimination and ostracism for these students.

PROCEDURE.

The sample for this project included high school students from two high schools. The experimental group consisted of ten multihandicapped high school students and the control group of four multihandicapped high school students.

Completed during the the summer of 1987 the initial tasks included: the pre/post assessment, checklist and monthly progress reports. Specific skill areas of focus were: restaurant skills, travel skills, shopping skills, self-care skills, visiting a business or government agency skills and related skills.

Techniques used to gather data included a comparison of pre and post assessments and recorded teacher observations.

The timeline for data collection was the 1987-88 school year.

FINDINGS.

The experimental group demonstrated a .8635 average total skill growth score. This is more than a 50% growth over the demonstrated .31225 average total skill growth score of the control group. These results seem to substantiate that the experimental group members benefited significantly from the experiences that they received.

CONCLUSIONS AND RECOMMENDATIONS.

The findings in this study indicate that a predetermined curriculum assists multihandicapped students to increase their level of independent functioning in specific areas. Individualized student progression of instructional activities designed to meet specific goals and objectives was a prime factor in this study.

The district's imperative responsibility is to require instruction in independent community social skills for all special education students to best serve their needs.